DOCUMENT RESUME

ED 353 039 PS 020 788

AUTHOR Hesser, Phil
TITLE Learning for All: Bridging Domestic and International Education. Conference Report (Alexandria, Virginia, October 30-November 1, 1991).
INSTITUTION United States Coalition for Education for All, Arlington, VA.
PUB DATE 91
NOTE 53p.
AVAILABLE FROM United States Coalition for Education for All, 1616 North Fort Meyer Drive, Suite 1100, Arlington, VA 22209 ($10; check or money order should be made payable to World Education/USCEFA).
PUB TYPE Collected Works - Conference Proceedings (021)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Access to Education; Adult Education; Basic Skills; Child Development; Child Health; Distance Education; Early Childhood Education; *Educational Change; *Educational Improvement; *Educational Media; Educational Needs; Educational Television; Educational Trends; Elementary Secondary Education; Foreign Countries; *Futures (of Society); Global Approach; *International Cooperation; Technological Advancement
IDENTIFIERS *Educational Issues; Integrated Services; United States

ABSTRACT

Intended to serve as a briefing book on issues concerning basic education in the United States and around the world, this report describes the proceedings of a conference. Following written greetings from Barbara Bush and the president of USCEFA, the report features a summary of the opening and closing plenary sessions and the panel discussions, which explored three principal themes: (1) addressing the needs of children; (2) mobilizing media in support of education; and (3) designing the educational systems of the 21st century. Lists of plenary session speakers and topics, panel discussion chairs and topics, and conference panelists and presenters are appended, as is the conference program. (MM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

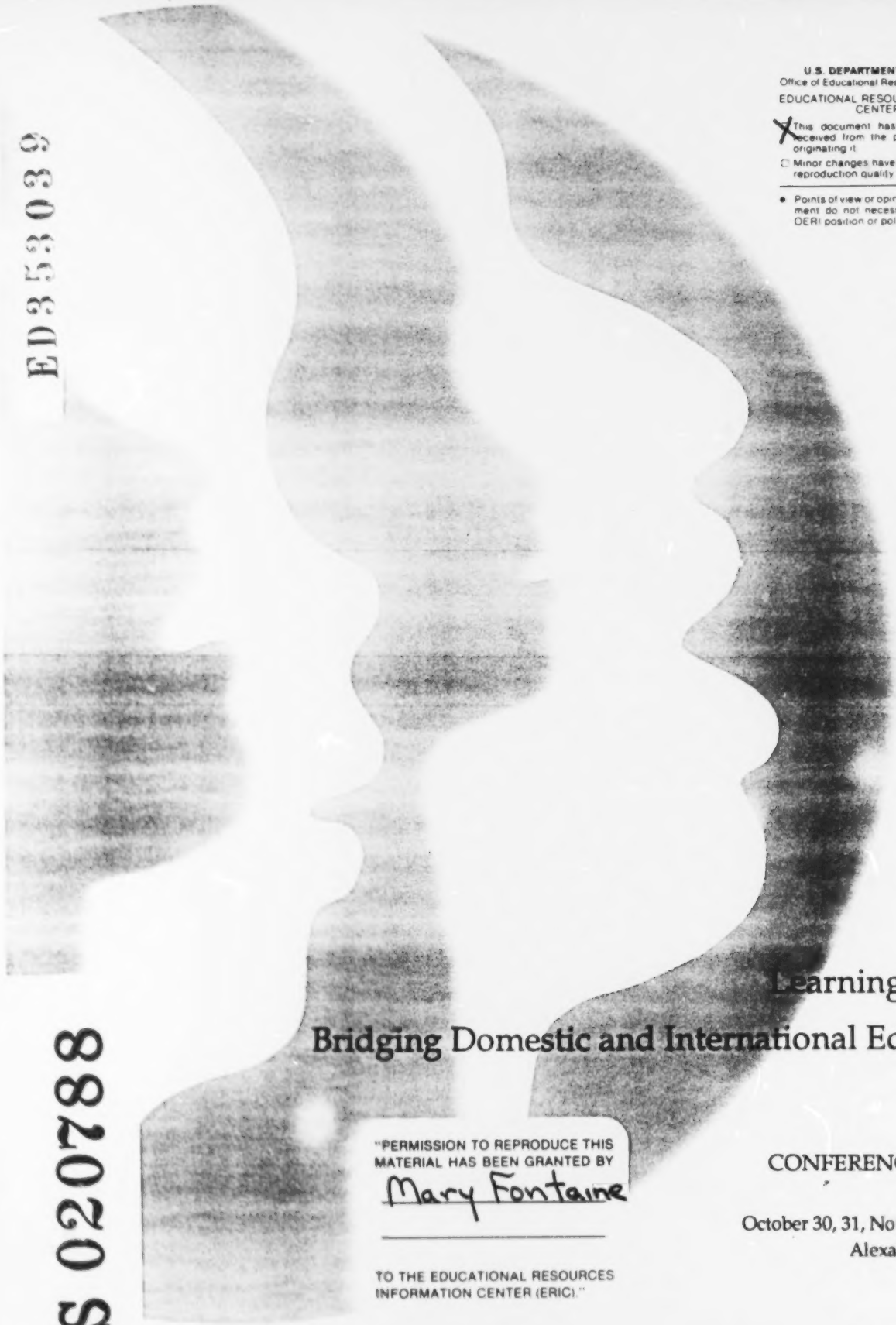
ED353039

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



Learning for All:
Bridging Domestic and International Education

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Mary Fontaine

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CONFERENCE REPORT

October 30, 31, November 1, 1991
Alexandria, Virginia

United States Coalition for Education for All

PS 020788

BEST COPY AVAILABLE

The United States Coalition for Education for All

MISSION

The United States Coalition for Education for All (USCEFA) is comprised of a diverse group of international, domestic, government, and non-government groups, associations, and individual education, business, media and health leaders. The Coalition was created as an outgrowth of the World Conference on Education for All, where official delegations from 156 countries achieved a worldwide consensus to launch a renewed worldwide initiative to meet the basic learning needs of all children, youth and adults.

The Coalition is taking this worldwide consensus and bridging between the initiatives for reform in other countries and the goals for education reform in the United States.

It strongly believes that the improvement of education is essential for improving the quality of life for- the world's people and for sustainable economic development; and for these reasons is committed to improving the state of basic education in the United States and developing countries by creating new partnerships for educational reform.

Created to promote effective programs to ensure that every person has access to a quality basic education, the Coalition aims at increasing U.S. awareness and understanding of the need to support education domestically and internationally.

Through seminars, publications, media events, conferences, networking and the dissemination of information, the U.S. Coalition for Education for All is working to meet the goals set by the World Conference on Education for All.

BOARD OF DIRECTORS

OFFICERS

President
Janet Whitla, Education Development Center, Inc.

Vice-President
Stephen F. Moseley, Academy for Educational Development, Inc.

Treasurer
John Comings, World Education, Inc.

Secretary
Richard Long, International Reading Association

Clifford Block
Far West Regional Laboratory for Educational Research and Improvement

David Dorn
American Federation of Teachers

David Goldenberg
PLAN International

Alan Hill
Apple Computer, Inc

Thomas Keehn
InterAction

Charito Kruvant
Creative Associates International, Inc.

Gary Marx
American Association of School Administrators

Robert Morgan
Florida State University

Paul Petersen
World Vision

Thomas Shannon
National School Boards Association

Jim Sheffield
African Medical Research Foundation

Dena Stoner
Council for Educational Development and Research

Daniel Wagner
National Center on Adult Literacy, University of Pennsylvania

Fred Wood
Save the Children, Inc.

Ex-Officio Members

Frank Method
U.S. Agency for International Development

Sam Rea
U. S. Agency for International Development

Corporate Counsel
John F. Robbert, Attorney

Executive Director
Amalia G. Cuervo

Learning for All:
Bridging Domestic and International Education

CONFERENCE REPORT

October 30, 31, November 1, 1991
Alexandria, Virginia

United States Coalition for Education for All

"Learning for All: Bridging Domestic and International Education"

Intended to serve as a useful "briefing book" on issues of critical concern to basic education in the United States and around the world, this report offers a summary of the 1991 Conference of the U.S. Coalition for Education for All, "Learning for All: Bridging Domestic and International Education." It features a digest of the opening and closing plenary sessions and panel discussions which explored three principal themes: addressing the needs of early childhood, mobilizing media in support of education, and designing education for the 21st Century. In addition, a range of personal viewpoints is included that offer a sampling of the richness of ideas encountered during the Conference.

Written by: Phil Hesser

Edited by: Amalia Cuervo and Sharon Pickett

This document was edited, designed, and produced using Macintosh® desktop publishing equipment generously donated by Apple Computer, Inc.

Sincere appreciation is gratefully extended to the International Reading Association for printing this report.

United States Coalition for Education for All, 1616 North Fort Myer Drive, 11th Floor, Arlington, Virginia 22209

Contents

U.S. Coalition for Education for All: Mission

U.S. Coalition for Education for All: Board of Directors

v Greetings: First Lady of the United States

vi Greetings: President of the U.S. Coalition of Education for All

1 Introduction: Meeting the Promise

4 I. Designing Education for the 21st Century

11 II. Mobilizing Media for Education

18 III. Addressing the Needs of Children

26 IV. Taking the Next Steps

30 Postscript: Looking Ahead

32 Speakers: Plenary Sessions

33 Chairs: Panel Discussions

35 Conference Panelists and Presenters

39 Conference Program

44 Acknowledgements

Conference Co-Sponsors

Conference Exhibitors

Greetings

THE WHITE HOUSE

October 29, 1991

Dear Friends,

It is my great pleasure to send greetings to all attending the first annual conference of the United States Coalition for Education for All. What you are doing here today is so very important to all of us. Basic literacy and quality education should be the birthright of every human being, and we must find ways to assure this right for all the citizens of the world.

I am especially glad that early childhood development is one of your conference themes. There is such a great need for school and family to cooperate in meeting children's crucial early learning needs. One of our National Education Goals is that, by the year 2000, all American children will start school ready to learn, and I hope this conference will bring us closer to achieving this goal.

How good to know that Americans will be working side by side with guests from abroad. We live in an increasingly interdependent world, and this is such a wonderful opportunity to collaborate on issues that affect us all. Education for All is an issue whose time has come, here and throughout the world.

With best wishes for a productive and successful meeting,

Warmly,

Barbara Bush

Greetings

Dear Colleague:

"Transition" and "change" are the by-words of the 1990s. In the face of unprecedented opportunities and challenges throughout the world, the role of education in building the future has never been more central or more universally acknowledged. One hundred fifty-five nations attending the World Conference for Education for All in 1990 acknowledged this role by supporting a comprehensive vision of basic education for all. Yet there is an inevitable irony accompanying this consensus. On the one hand, we have achieved a world-wide climate of readiness for moving the vision of the World Conference forward. On the other hand, we have a world economic climate of shrinking resources for education. This dilemma occurs at a time when indicators of learning achievement remain at a standstill or show downward trends in many countries.

Nothing is more important today than finding constructive ways to move forward in the face of this challenge. If we have learned anything in the last half of this century, it is the need to mobilize all sectors of society toward common goals; to cross old borders and break down artificial boundaries among lands, ideas, and bodies of knowledge.

The United States Coalition for Education for All (USCEFA) is about breaking down these boundaries, helping to synthesize and integrate what we know from domestic and worldwide experience about teaching and learning, as well as about effective use of available resources.

When we consider the needs and vision set forth at the World Conference, we cannot help but realize that we in the U.S. are part of a global community sharing an educational frame of reference that does not differ significantly from place to place. While the severity of problems and needs, and the resources to respond to them, do differ around the world, we are all nevertheless confronting a common challenge—to enable all people to learn what they need to know to maintain a sustainable planet and to advance our shared goals for productive, satisfying lives.

At a time of national and global transition, USCEFA has pledged to continue the work of the World Conference in this country and to play a leadership role in bringing people from all sectors together to share knowledge and strategies. Through this report, we want to share with you the discussions of our first conference as an introduction to our work. We invite all who care about the future to join us in dialogue and action.

Sincerely,

Janet Whitla
President
U.S. Coalition for Education for All

Introduction: Meeting the Promise

On October 30, 1991, nearly 300 leaders in education, business and media from over 28 countries assembled in Alexandria, Virginia for the first conference of the U.S. Coalition for Education for All determined to find ways to share solutions drawn from educational experience around the world as well as from the latest research and development initiatives. In over 30 sessions, more than 100 speakers and panel moderators presented models and experiences and worked together to find ways to build stronger partnerships to improve education.

The conference participants were there to keep the promise made in the March 1990 World Conference on Education for All held in Jomtien, Thailand: that every person—child, youth and adult—should be able to benefit from educational opportunities designed to meet their basic learning needs. In making this promise, delegates from 155 countries had reached global consensus on six goal areas for making education for all a reality by the year 2000:

- Expansion of early childhood care and developmental activities, including family and community interventions, especially for poor, disadvantaged and disabled children;
- Universal access to, and completion of, primary education (or whatever higher level of education each country considers as "basic") by the year 2000;
- Improvement in learning achievement at all grade levels;
- Reduction of the adult illiteracy rate to at least one-half its 1990 level by the year 2000, with sufficient emphasis on female literacy to significantly reduce the current disparity between male and female illiteracy rates;
- Expansion of provisions of basic education and training in other essential skills required by youth and adults; and
- Increased acquisition by individuals and families of the knowledge, skills, and values required for better living and sound and sustainable development, made available through all education channels, including the mass media, other forms of modern and traditional communication and social action.

The March 1990 World Conference on Education for All at Jomtien, Thailand was the flagship effort of the new spirit of sharing in education. Since March 1990, more than 50 countries have approved and begun implementing action plans related to the Education for All objectives. The importance of such comprehensive planning is a significant development, since the six goals of the Jomtien conference represent the full spectrum of efforts required to provide basic education to the people of the world and cannot be implemented successfully on a piecemeal basis.

America's Response. To address the Jomtien goals, a diverse group of policymakers, teachers, community activists, health professionals, broadcasters and private sector representatives formed the U.S. Coalition for Education for All in September 1990. They planned to increase U.S. awareness and understanding of the need to support

Education and learning are the fundamental underpinnings to all forms of development, not just another sector of activity.

David Kearns
U.S. Department of Education

We have one goal that is more important than all the rest: forming links with world educational systems. This is something we have to do. Otherwise, our country will lag behind, and you will have an uneducated enemy with nuclear power —a terrifying thought.

Elena Lenskaya
Ministry of Education
Republic of Russia

basic education worldwide, to promote the exchange of experience and expertise in meeting education challenges and to find ways for U.S. educators to collaborate with colleagues in other countries.

The challenge for the Coalition in its first Conference was "Bridging Domestic and International Education" in the cause of learning for all. To promote the sharing of global and local experience, the Coalition chose three key themes that both advanced the Jomtien goals and responded to education reform priorities set by the U.S. and other countries around the world. These themes were "Designing Education for the 21st Century," "Mobilizing Media in Support of Education" and "Addressing the Needs of Children." In keeping with the Jomtien approach of developing goals based on consensus and undertaking initiatives stemming from concerted effort, conference program activities were designed to encourage the participation of all, combining each panel session with discussions promoting common goals and initiatives.

The goal of the Conference was to share solutions drawn from educational experience around the world.

In the U.S., we have tried to cure education problems by thinking of single answers: let's impose an examination out here, let's give parents choice there. We have not seen that the educational system is imbedded in a lot of practices within a society...There are many things that need to be connected and put into place over a period of time.

Albert Shanker
American Federation of Teachers

The Conference provided a basis for further communication and cooperation among key U.S. organizations and their international counterparts. As First Lady Barbara Bush noted in her greeting to conferees, "Education for All is an idea whose time has come—in the United States and around the world." In short, the U.S. Coalition and the Alexandria Conference were "bringing Jomtien home."

On that October morning, the first conference of the U.S. Coalition for Education for All came to order at a momentous time for education. Speaking to conference participants, Elena Lenskaya, counsellor to the Minister of Education, Republic of Russia, recalled how a few high school teachers and "punk"-attired students responded to the attempted coup in the Soviet Union by leading Muscovites to the barricades around the Russian "White House" to protect the elected government. At the same time, world education was facing one of the greatest challenges in its history, responding to the desperate needs of over one billion adults, youth and children without access to basic education:

- A quarter of the world's adults—two-thirds of whom are women—are illiterate.
- More than 100 million children, including at least 60 million girls, have no access to primary schooling.
- More than one-third of the world's adults have no access to either the printed knowledge, new skills or technologies that could help improve the quality of their lives.
- More than 100 million children and countless adults fail to complete basic education programs, and millions more satisfy attendance requirements but do not acquire the essential knowledge and skills.

The conference participants on that morning agreed with James P. Grant, executive director of the United Nations Children's Fund (UNICEF), that the moment was nothing short of the rare opening of a historic window of opportunity with the end of the Cold War. Yet in place of an expected "peace dividend," world education faced

The Conference established a basis for further communication and cooperation among key U.S. organizations and their international counterparts.

the specter of grievous decline. Ridden with debt and hobbled by a crumbling infrastructure, the newly-elected governments of the East as well as in many developing countries (the South) were hard-pressed to rebuild their educational systems in the midst of economic collapse. Even in the West, local and national governments struggled to maintain services to their most promising and at-risk learners—often the same individuals—in a period of slow growth or stagnation.

Nonetheless, a feeling of optimism pervaded the conference site on that October morning. A spirit of cooperation had replaced the rancor of the Cold War years. Rigid ideologies and prejudices had given way to a pragmatic willingness to try new approaches for economic and social reform—regardless of the source. Special interests had been balanced by common concerns—including environmental degradation, drug abuse, energy shortfalls, and ethnic strife—which commanded the attention of nearly everyone. Moreover, there was confidence that education would figure prominently in this new spirit—that Education for All truly depends on All for Education. At the opening of an unprecedented opportunity, people from around the globe now realized that learning for all seemed "doable." It was within their power to share their experiences in education and collaborate on a new chapter of human attainment. ◆

There is no corner of our world that has escaped the challenge of providing critical skills and experiences to an ever larger and often more at-risk segment of the population at a time of great resource scarcity. There has never been a better climate for collaboration on education reform with almost universal recognition that our educational systems everywhere are ripe for significant changes.

Amalia G. Cuervo
U.S. Coalition for
Education for All

I. Designing Education for the 21st Century

Human survival and progress increasingly depend on the inculcation in the young of values emphasizing the essential oneness of humankind, the fragility of this planet on which we live, the need for family and community cooperation, and the dignity and rights of each individual.

James P. Grant
UNICEF

Learning to Live With Change. In an era already known for rapid change, the closing decades of the 20th Century have seen an extraordinary transformation in the human environment. Through such factors as technology and migration, economic and social change has reached every part of the world, linking nearly everyone with a global exchange of goods and ideas. The pressures of the growth-oriented economy, according to some analysts, has overwhelmed the natural and social order. As a result, humankind may be advancing headlong toward catastrophe as already suggested by resource shortfalls, environmental degradation, poverty, and the fraying of the social fabric through family breakdown and political conflict. These changes, at the very least, have encouraged rethinking of many basic social institutions: the search for a new political and economic order in Eastern Europe and the former Soviet Union; the restructuring

Schools are at the center of the current social and economic transformation.

and reorganization of national and global enterprises in the free market nations; and the emergence of the informal sector and the privatization of state-owned industries in the South. These institutional changes in turn have had a fateful impact on lives all over the world, affecting people through such trends as the changing nature of the nuclear family, the growth of religious movements and the rise of suburban belts supplanting rural areas and cities.

The schools are doubly at the center of this transformation; they are expected to enable learners to deal with change. Given the impact of these changes in institutions and attitudes, the mission of education at this turn of the century is nothing less than imparting survival skills for an uncertain future. At a time of economic and social volatility, individuals will need to demonstrate a wide range of capabilities, including contributing to others and to society; functioning effectively in organizations; attaining self-fulfillment; and calling upon higher order skills such as creativity, critical analysis,

The mission of education at this turn of the century is nothing less than imparting survival skills for an uncertain future.

global thinking and problem solving. In order to promote these capabilities, education will have to instill the qualities of cooperation, problem-solving, and verbal skills in its learners. To foster these qualities, schools will need to reach learners as never before, developing responsibility for learning, encouraging self-esteem and motivation, stimulating curiosity and emotions, concentrating on higher order skills and instructing people how to work together.

A Failing Grade? Yet the traditional educational systems of the world appear to be producing capabilities and outcomes that are a far cry from what is required. It is commonly held among U.S. corporate executives that entry-level employees are unemployable when they are hired and require remedial training to undo the damage.

Observers of education in the developing nations of the South see a system that fosters grade repetition and produces drop-outs.

Educators from both the industrial countries (North) and the South see much of the problem arising in the nature of the school experience. Educators from the South decry the long-standing emphasis in their schools upon rote learning and irrelevant information. One analyst of U.S. education has suggested that an oppressively

---

Education will have to instill the qualities of cooperation, creativity, problem-solving, and global thinking in its learners.

---

impersonal environment in American schools has produced a "conspiracy of the least" with students alienated from institutional learning and teachers disaffected by the experience.

One explanation for the lagging performance of education may be traced to the Herculean task of serving a burgeoning postwar population of school-aged children. In their efforts to achieve quantity, schooling systems in the South have sacrificed quality. Observers in the U.S. see a similar "good-news, bad-news" perspective on their effort to keep pace with the baby-boomers and their children. In studies taken over a period of two decades, there is welcome improvement in the test scores of minorities, but unchanged test scores in the general student population. To improve these educational outcomes, global private sector representatives have suggested that education take up the "total quality management" concept pioneered by global industry, avoiding adjustments or remediation for deficiencies in learning, but making the learning experience right the first time. Rather than basing a system on the familiar "bell curve," they recommend grounding the system on an expectation of 90 percent of students receiving top marks.

To foster these qualities, schools will have to reach students as never before.

Access and Reform. If education is to work toward a sort of total quality management that will guarantee favorable results on a consistent basis, it first will have to attend to a critical task: meeting the needs of the people least likely to be its beneficiaries. In the case of both women and minorities, achieving gains in education will not only respond to the new labor demands of a competitive global economy, but also allieviate burdensome poverty which has disproportionately fallen on these groups. Through trends of migration, minorities have become a diverse group with highly complex learning needs in such areas as language and literacy. At the same time, the expanding role of women in societies worldwide has sparked a process of promoting gender equity in educational systems that previously had closed their doors or offered alternative experiences to women.

Recent efforts to improve the educational experience of women and minorities have been based not only on egalitarian ideals, but also on the practical needs of a modern society. Members of minority groups must be encouraged if they are to continue to make contributions to national development in changing economies that require advanced

Our challenge is to design an educational system that will prepare people so they are equipped to live and work in this increasingly connected, diverse and threatened world.

Willard Kniep
The American Forum for Global Education

Our overall goal is to enhance access to education by young and old alike, promote efficiency in providing education, and ensure effectiveness in educational outcome.

Nahas Angula
Ministry of Education and Culture
Namibia

education. Even where additional measures are required to provide educational services to young women, it is no longer a question of what it costs society to educate a girl, but rather what it costs society to deny education to girls and women. Research has demonstrated the extremely positive impact of women's education in such areas as health and economic development.

American Indian children should expect to go into a classroom and understand aspects of their history and culture that allow them to have the same sense of belonging and place as children of the majority culture. Only in this way will those children be able to grow in the society at large and compete on an equal and fair basis.

Grayson Noley
Arizona State University

Women do need more schooling, but they need more than that. If access to basic education and literacy is not accompanied by a more democratic experience for women, their education can be only partly successful.

Neely Stromquist
University of Southern California

If education is to work toward a sort of total quality management that will guarantee favorable results, it will have to meet the needs of the people least likely to benefit.

Accessing Gains. In the case of minorities, the concern has shifted increasingly away from gaining access to schools and toward gaining access to the schooling within the institution. Only when minority students have opportunities to learn about and gain experience in their own heritage can they be expected to show the desire to compete in an academic setting. In such situations, education must promote an approach balancing ethnic consciousness with an appreciation of national and universal human values. In the case of women as well, access is only a small part of the solution to the problem of unequal educational opportunity.

It may be necessary to address the circumstances surrounding access, especially the social patterns that continue to dictate the sexual division of labor and control of women's lives and sexuality. According to research into the impact of schooling on family health and welfare in the South, social context does make an important difference in educational results. Such factors as female autonomy favor educational success, whereas male control over domestic matters will cut into gains made through education.

In the case of women and minorities alike, education must develop strategies that transform access into empowerment. In the case of women, schools must develop curricula that are not regressive, employing textbooks that portray girls and women in a positive fashion. Educators likewise must stress the economic and social advantages of changing social patterns that deny opportunity to girls and women.

In education for minorities, such activities as traditional athletic contests or dance recitals contribute to validating the cultures of minority students and enriching the experience of the entire community. Ultimately, an inclusive approach to education offers pride to those previously considered "disadvantaged" by encouraging them to communicate their knowledge and experiences to others. This effort to tap the diversity of the school environment can prove to be a crucial advantage in this age of global markets, where every resource should be called into play.

Learning About Learning. While the evolution from quantity to quality in education has required a rethinking of the participation of minorities, girls and women in the schools, it has also made it necessary to look again at the nature of learning and how individuals acquire knowledge. The latest research findings in the neurosciences and cognitive psychology suggest that the brain has a seemingly inexhaustible capacity to learn. By detecting patterns, assimilating large amounts of information, adjusting conclusions according to experience, and synthesizing information in constantly new

and creative ways, the brain is equipped to build upon experiences and data in order to gain a more complex and vital view of its environment. Such ideas offer tremendous potential for improving the learning process. Based upon these views of the workings of the brain, innovative educators have proposed these criteria for effective learning:

- First, the learner must be immersed in complex experiences, drawing upon the brain's aptitude for assimilating many kinds of information simultaneously.
- Second, the learner must experience a low-threat, high-challenge environment, encouraged to find meaning in a dynamic experience and not discouraged from it by intimidation.
- Third, the learner must engage in the active processing of ideas, consolidating the information gained in a personal way.

To teach for meaning, educators must understand what conditions maximize the brain's infinite capacity to make connections.

Renate Nummella Caine
California State University

Introducing a new system of learning and evaluation will require drastic changes in an academic process which, in its present form, is over 700 years old.

Such concepts are a far cry from education based on rote learning, with its dependence on simple facts and demand for specific, predetermined answers. While educators recognize the latest findings on learning, they question whether these activities can be promoted within the current structure and organization of schools. A large body of research has exposed the paradox that young children learn easily before they attend school, yet have trouble learning as pupils. One school of thought suggests that preschool children develop strong theories which generally persist into adulthood of how the world works. According to that theory, education must be able to challenge and

We are beginning to see that traditional approaches to assessment are not sufficient. They do not capture complex kinds of performances, and are not directly informative to learners, teachers, parents or community members.

Roberta Camp
Educational Testing Service

Citizen advisory boards and community roundtables can promote the understanding for system-wide reform.

even displace those early notions by "confounding" them through dynamic learning experiences. Most schools, however, offer set forms of knowledge that never challenge the learner's basic notions and therefore are not incorporated into personal knowledge.

Such extraordinary ideas about the process of learning also imply differing beliefs about the assessment of learning. Educators recently have advanced assessment criteria such as using knowledge in a multiple context, applying knowledge in a real-world situation, showing the ability to ask questions and give answers and using the new concepts in discourse and problem-solving. Traditional forms of testing do not account for such mastery of complex material or offer constructive feedback to students and educators.

In search of alternatives, many schools are expanding their testing programs to include assessment portfolios. For example, in the Pittsburgh, Pa., Public Schools, the

The institution at the center of all is the school, because that is the place that will prepare young people to function in all those institutions that are rapidly changing as we speak.

Sharon Franz
Academy for Educational Development, Inc.

English composition program has begun an experiment requiring students to create a portfolio of writing assignments that become the basis of the student's self-assessment. In the Pittsburgh experiment, the student reflects on and evaluates earlier assignments, promoting student and teacher awareness of the learning process. Whatever method is used, assessment strategies must be as rich and strong as the outcomes expected.

There can be no quick fixes to the challenges confronting education—only fundamental changes in the design, development, implementation, and governing philosophy.

Roots of Reform. Introducing a new system of learning and evaluation will require drastic changes in an academic process which, in its present form, is over 700 years old. Many U.S. citizens, however, share the vastly differing belief that the public school system is basically sound and only requires a few adjustments, such as adding instructional days to the school year. Yet, according to one corporate observer, if an assembly line produces "lemons," you should not increase production. From this industry-based perspective, the present school system is seen as obsolete, since it has resisted significant change for 50 years.

Whether from a business or educational perspective, there is agreement that there can be no quick fixes to the challenges confronting education—only fundamental changes in the design, development, implementation, and governing philosophy of education. Schools are not closed systems, but public institutions responsible to those community members who pay taxes or tuition. Accordingly, it is logical to expect that the community should serve as the agent of change. There is agreement that significant education reform must be adopted as public policy. What is more elusive is the process of finding common ground in order to build consensus through complementary goals, compromise and incentives.

The school can become an industrial "workstation" of learning, where team members share their information and put it to use as a group.

Despite consensus on the need for changes in education, there is a vast spectrum of views in every community regarding the action to be taken. To promote agreement, any single approach to educational reform will require changes in perspective on the part of all members of the community. To achieve this environment for change, it will be necessary to acquaint all segments of the community with the broadest range of educational issues. Such strategies as citizen advisory boards and community round-table discussions can promote that understanding.

Given the need to rethink such a vast array of issues, any serious effort to bring significant changes to the schoolroom will make it necessary to re-invent the school from the bottom up. Such fundamental change will demand new roles for all of the parties

concerned with education. All people in the community will be employed as learning resources. Support to teachers will rely less on outside experts and more on use of the local talent pool of teachers and paraprofessionals. At the same time, teachers will be well advised to think of themselves not as experts, but as learners, endowed with the willingness to continue learning and the humility to learn from their students.

Most importantly, students will be instrumental in their own improvement through education, cultivating the sense of responsibility and self-esteem that are essential to fruitful learning. New educational models will be used to promote self-esteem and motivation, such as student-to-student and student-to-teacher learning. Through this collaboration of community members, teachers, and students, the school can become an industrial "workstation" of learning, where team members share their information and put it to use as a group. Above all, education is so valuable to society that it should not be the "game preserve" of any single sector.

Two models that offer strong clues for redesigning schools are children's museums and apprenticeship programs.

Howard Gardner
Harvard University

Structural change stems from adopting, adapting, installing, operating, expanding and maintaining reforms.

Visions of the Future. Although contemporary global education faces the daunting task of responding to 20th Century changes with a scarcely-modified 12th Century system, it nonetheless offers several visions of 21st Century reform and learning that should inspire hope and confidence. The educational reforms undertaken by the Republic of Korea suggest that it is possible to produce significant change in education by setting well-defined goals, identifying innovative and proven strategies and implementing a well-documented pilot program. Similarly, the International Business Machines Corp. (IBM) achieved significant improvement in training company personnel for its continually changing job requirements through a process of acknowledging an instructional problem, bringing together a wide range of educational perspectives, developing interrelated job and educational requirements, designing a rich curriculum and monitoring progress regularly during and after training.

Whether for the Republic of Korea or IBM, structural change stems from adopting, adapting, installing, operating, expanding and maintaining reforms. The ingredients of this kind of fundamental change can be summed up in the "four As": Attitude, encouraging learning on all sides; Actors, including community members and students; Activities, encompassing formal and informal possibilities; and Avenues, contributing to learning in such areas as multimedia instruction.

Two recent U.S. programs reflect these actions and attitudes. A teleconferencing program linking schools in Chicago, Moscow, and Amsterdam helps students to empower themselves by exchanging ideas and knowledge with their global counterparts. A "micro-society" program in Chicago associates learning with "real world" activities, such as a desktop publishing enterprise that provides commercial services to local residents. Such activities link students, teachers and community members into a force for advancement and positive change.

The objectives of Korea's School Reform Project were: to develop curricula reflecting national ideals and needs; significantly increase achievement; improve high order cognitive skills; reduce differences between rural and urban areas; and make public education more accountable to the general public. Project schools increased achievement by over 25 percent compared to conventional schools.

Unna Huh
Hanyang University
Republic of Korea

Change for the Better. Facing perhaps its biggest challenge since its founding, the world education system has been buffeted by the very circumstances it is now called

To address what is happening in Yugoslavia today, we must lay the foundations for that kind of education which, while promoting diverse, ethnically-based cultural expression and development, takes care of national unity, and national goals, and beyond that to address global issues and values about humanity and our survival on earth.

David Nyamwya
African Medical Research Foundation

upon to address in its curriculum: resource scarcity, technological change, competitiveness, poverty, social unrest and family dysfunction. Yet there is a zeitgeist for change in education, a common feeling shared by citizens of nearly every country that they will no longer tolerate inadequate education. Nonetheless, over eight years have passed since the U.S. National Commission on Excellence in Education issued its call for education reform. Another eight years without significant action will only cement a sense of hopelessness—a scourge that could affect other nations as well.

Schools should foster activities that link students, teachers and community members into a local and global force for advancement and positive social change.

One educator suggests that the nature of change is a "mess," a set of interdependent elements, no one of which can be addressed without affecting another. Nonetheless, it is possible to "anchor" one aspect of the whole with the intent of solving an immediate problem and working toward a related concern. Clearly, systemic or grassroots educational reforms that unite the concerned parties and evince their empowerment by enabling them to contribute to positive change can be a principal strategy for "anchoring" part of the problem and addressing the concerns of other communities through information sharing.

Accordingly, the desktop publishing and teleconferencing projects mentioned here suggest an important next step in the process of educational reform: mobilizing media to understand and effect change. An enabling technology for community and school, as well as a means to spread reform to other communities, the media approach to education may drive development of the education for the 21st Century.

Promising Practices. The discussions on education reform highlighted a number of promising practices.

The English Composition Program of the Pittsburgh Public Schools evaluates performance through student portfolios of writing assignments that permit student and teacher to share in assessment and learning.

In the Republic of Korea, the Elementary/Middle School Reform Project promoted significant and positive change by setting well-defined goals, identifying innovative and proven strategies, and implementing a well-documented pilot program.

Moscow students are linked to their peers in Chicago and Amsterdam through a teleconferencing program which enables them to share information and produce joint projects in language and social studies.

A "micro-society" program in Chicago offers learning experiences in the form of "real world" activities, such as a desktop publishing enterprise that provides commercial services to residents. ◆

II. Mobilizing Media for Education

Reach and Reaction. In the final years of a century that has seen the emergence of audio, video, and digital technologies, observers of the global scene have witnessed the effective penetration of the entire world by the modern media. Media rain information down from the sky in every corner of the world. With the latest advances, it has become technically possible for anyone to gain access to this global network. In the process, the media have transformed the way in which people work, play, and learn. At their best, these technologies have shown the potential to revitalize education through their flexibility, interactivity, and ability to focus on the learner. Moreover, they offer economies of scale that give education the quantitative and qualitative advantages of mass production. These factors result in a capability that can offer both improved quality and increased access in education. Such advantages are significant both to the South, with its scarcity of material and human resources; and to the North, where basic and specialized learning is not readily available for those who need it most urgently.

Media have shown the potential to revitalize education through their flexibility, interactivity and ability to focus on the learner.

Yet the modern media, while transforming nearly every aspect of life, have not transformed the schools of the world. The classroom has largely remained the same, typified by teachers lecturing and students listening. Even when used, the media are employed "to pour new wine in old bottles," substituting for one or more aspects of a paper-based curriculum. This situation in part may stem from the findings of a focus group survey on computers which suggested that some teachers were cool to the media technologies because they were too expensive, overwhelming and intimidating.

At the same time, however, there is a shared feeling among the educators who have made effective use of media that the level of experience in education through media has reached a critical mass that will have a catalytic effect on learning. The messianic visions of the past have given way to realistic expectations of how the media can and cannot deal with the day-to-day problems of instruction. The means of dealing with these problems is available in a wide array of media options including fiber optic cable, satellites, cellular systems for communication, facsimile (or Fax), electronic mail (or e/mail), and compact and optical disks, among others. In addition, there are many providers in the field, including school districts, state and national governments, broadcasters, and the private sector—all forming new linkages nationally and internationally. Clearly, it is imperative to use these advances in media to rethink education and provide a new approach to old problems.

Mechanics of Marketing. The many available media offer a wealth of opportunities, but also present difficult choices in both the medium and the message. There is no "silver bullet" that serves as the best technology. Nonetheless, the discipline of marketing—bolstered by 20th Century advances in psychology and demography—offers a methodology for educators in their quest to rethink education for the media age. "Social marketing" has amassed an admirable record promoting positive behavioral

Things have changed drastically over the last century, but we are still practicing education with 19th Century skills. From the 1890s to the present day, the classroom has been the same: 30 children seated in front of a teacher who is at the head of a classroom purveying all the information and the wisdom of the ages.

John Prochaska
Fairfax County Schools

The formal school system is not and can not (in the near future) provide the basic skills to a significant percentage of the world's population. Therefore, an effective nonformal system must be developed to provide a second chance to all of those missed by the formal system.

John Comings
World Education

For many (Northern) students, distance learning has become a new way of learning that has often required a new set of learning skills. Students have to take responsibility for their own learning. They report that (this self-discipline) helps prepare them for college courses.

Cheryl Garnette
U.S. Department of Education

change in communities across the world. Social marketing stems from the following three principles: Segmentation, or defining a specific target audience; Exchange, or offering that audience a sought-after advantage or quality; and Persuasion, or highlighting the attractiveness of a choice. Ultimately, the discipline rests upon respect for people's differences and their capacity to make a choice in favor of a benefit they care about.

A program in Malawi to encourage girls to stay in school highlights the steps of a social marketing initiative. Program planners learned that many Malawian girls were discouraged from attending school because of the high costs of uniforms and school fees and a shared perception that education was neither appropriate for women nor relevant to women's needs. In response, the planners designed an effort not only to pay for the

People *do* learn through the media in their everyday exposure to broadcast and print materials.

girls' school expenses, but also to make schooling attractive to the target audience of girls. Through a process of developing, evaluating, and revising media pilots, they developed an ensemble of multiple messages promoting education by stressing role models, useful skills, career opportunities, family health, success and control over one's life. These messages in turn were successfully delivered through proven media such as radio dramas and spots, newspapers and posters, videos and songs, and various special events and competitions.

The advances in using media for social marketing suggest the enormous potential for employing media for education. People *do* learn through the media in their everyday exposure to broadcast and print materials. The challenge is to unite the worlds of communications and education to disseminate knowledge for survival and development. This task is not without precedent, since the book has served for centuries as a medium for distance education. Even where print or broadcast media are not readily available, traditional media such as drama may serve the purposes of communication, as in the Malawi project for girls, when role-playing rather than surveys was employed as the basis of audience research.

Video and telephone links have made it possible for schools in isolated locations or with limited budgets to offer special courses otherwise unavailable.

Spanning the Distance. Whether to reach isolated locations or offer specialized learning not available locally, distance learning and teleconferencing offer important advantages. Twenty years of experience has made it possible for countries to offer high quality education to their citizens through these media. The cost of distance learning by radio is amazingly affordable—no more than $US 1.00 per student each year. There are similar savings in teleconferencing for teachers, since it avoids the expenses of transportation and per diem, or paying for substitute teachers.

Teleconferencing, the use of a combination of one- and two-way audio and video links to bring people together, has proven successful for both teacher training and student learning. An automated facility in Fairfax County, Va., enables one operator to convene a teleconference combining closed-circuit video and audio (through fiber optic cable) with audio through telephone lines. In this fashion, teachers from across the school district can view a studio-based teleconference at their schools and participate by making a telephone call to the conference facility. Similar links through satellite video and speakerphones have brought together Soviet and New York students and produced a book of poems and proposals for world peace.

Estimates show the cost of distance learning by radio is amazingly affordable—less than $US 1.00 per student each year.

Distance teaching through real-time video and radio apply many of the same advantages of teleconferencing to course work. Video and telephone links have made it possible for schools in isolated locations or with limited budgets to offer special courses otherwise unavailable, such as special foreign languages, advanced placement courses, college preparatory science and mathematics, and enrichment in the arts and humanities. Particularly in Latin America, the development of interactive radio—where broadcast lessons are designed to pose questions to the students and give a pause in the broadcast for the class to answer—has proven successful in subjects such as math, languages, health, science and environmental education. Interactive radio for teacher training is in the pilot stage, but has been welcomed by teachers who appreciate the medium as a convenient way to master a curriculum.

Television and video cassette have offered some of the most dynamic experiences in recent education.

Images of Learning. Two of the fastest growing media of the second half of the 20th Century, television and video cassette have offered some of the most dynamic experiences in recent education. The power of images such as a mother holding twins—a healthy breast-fed boy and sickly formula-fed girl—are an indication that the audio-visual medium of television is the most powerful of the media. Examples of how this potential can be realized in television programming include the successes of "Sesame Street" of the U.S. and the "Open University" of the United Kingdom.

Broadcast and cable television have made positive strides in education. "Sesame Street," of the Children's Television Workshop (CTW) was based on the observation that preschool children in the U.S. had been exposed to hours of commercial television and had learned the songs and jingles of many of the advertisements. Accordingly, CTW offered short preschool lessons in the same format reinforced with repetition and music. The result was a global triumph, whose U.S.-produced, wrap-around segments are linked with features produced overseas to create "Sesame Street" programs in 100 countries and in 16 languages. The success of "Reading Rainbow" of the U.S. can be

Distance education is rapidly becoming an important vehicle for human resource development in the South and has played an important part in educational development ...
The educational gap between the developed and developing nations can never be closed through the use of traditional educational strategies or methods.

Reidar Roll
International Council for Distance Education
Norway

There is a need for children to look outside their immediate physical environment and learn about the world at large. "Reading Rainbow" helps facilitate this learning through experience by taking children on video adventures to see different parts of the world and to introduce them to new and interesting people.

Twila C. Leggett
"Reading Rainbow"

Videotaped material can be highlighted with visual effects and narration to draw the attention of viewers...A video can inform and inspire...can engage and motivate the viewer by presenting positive role models and actions.

Glynn Butterfield
Far West Regional
Laboratory for Educational
Research and
Development

attributed to similar "mediagenic" techniques: the use of language that is not condescending, pacing that is neither hurried nor slack, positive role modeling and techniques that stress the pleasure of reading. Children have shown their enthusiasm for the program by writing letters to the show's host and submitting videotaped book reviews for broadcast.

Visions in Cable and Video. Television has also made an impact on teachers, who have profited both as instructors and as learners. Having received many requests from teachers wanting to videotape and edit program segments to show to their students, The Discovery Channel, a cable network, decided to produce "Assignment Discovery," a selection of programs that could be used without securing clearance or paying royalties. Following its acquisition of The Learning Channel, the network developed "Teacher TV," because teachers expressed the desire to videotape teacher training courses that they could view at their own pace.

For example, "Sesame Street" programs are now seen in 100 countries in 16 languages.

Producers of programs for video cassette have also proven successful in promoting learning experiences through workshops and conferences organized around video presentations. At Mahidol University of Thailand, mothers were shown videotapes that graphically demonstrated the difference in curiosity and movement between healthy and malnourished infants. Seeing video images of how malnourished children showed improvement in these areas following an improved diet, the Thai viewers were inspired to take steps to take a more active role in the development of their children.

In California, videos were used to similar effect in workshops for caregivers at daycare centers to demonstrate how infants respond to stimulation. The language and tone of the narration took care not to condescend to the viewer, instilling the participants with a sense of professionalism and seriousness of purpose. This approach was especially successful in reaching the high school drop-outs among the caregivers. As frequent viewers of television, they responded favorably to audiovisual information. As individuals often lacking in self-esteem, they appreciated the professional tone. Having gained valuable professional skills in spite of a lack of formal education, the California caregivers who took part in these seminars are a prime example of the audiences across the world who have become learners through video media.

Even if expensive, a compact disk may be cost-effective if it can double learning outcomes.

Digital Directions. Computers, compact disks, and related media which process or communicate digital information through microprocessors have become fixtures in classrooms, helping students to enjoy school and become motivated. Recent studies have demonstrated that these media increase basic and higher order skill levels, improve

learning in math/science and literature, and meet the special needs of the physically-challenged and learning disabled. These media also form learning communities through cooperative use of hardware, and bring "real world" experiences to learners through simulations and electronic networking.

One of media's greatest potential is that it can equalize the quality of instruction.

Computers have shown their mettle in many specific situations including software applications such as word processing and graphics, remediation through drill and practice, and mathematics and higher order skills. Combining the technology of computers with that of modems to send data through telephone links, international electronic networking through computer conferencing, or "e/mail," has provided valuable lessons in high technology fields, analysis of social problems and international understanding. Educators also have noted great successes in specific computer languages such as Logo (which teaches mathematics, as well as programming) and software, such as the "Geometric Supposer" (which links graphs to mathematical formulas, permitting the student to modify the results by changing either). Much of the most interesting software is free for the asking, requiring only that educators "scavenge" their way through the wealth of material available.

The media offer a means for keeping up with the doubling of information every 900 days.

Based on the same digital information as computers and often using computers to access it, Compact Disk Read-Only Memory (CD-ROM) and related videodisk technology can draw from the entire spectrum of data—textual, graphic, audio, motion video, or even a combination of all of the above, known as multimedia. A medium that permits users to access and copy volumes of information that are indelibly recorded on compact disk, CD-ROM currently offers a wide range of basic information, from U.S. Census Bureau information to encyclopedias, often enriched with audio and video illustrations. New CD-ROM information products are reaching the market every day, including a soon-to-be-released collection on mathematics education to be issued by the Education Development Center, Inc., of Boston, Mass. The disk to be released by the Center will offer 16,000 pages and 1,100 lessons—any of which can be printed out and made available to learners.

Multimedia applications incorporating motion picture video and high fidelity audio offer learners an even greater range of experience. An interactive multimedia system commissioned for the U.S. Department of Defense can create simulations of flying an airplane that offer a sensory form of "virtual reality" with such fidelity that it substitutes in many situations for flight trainers to create cost savings of 36 percent. Multimedia can be used for customized information as well, as seen at the resource center at the St. Louis, Mo., zoo which offers text, audio and video information about the animals that can be retrieved and videotaped on cassette.

Computers can motivate students, increase skill levels, raise test scores, promote problem solving, enable students to "do" mathematics and science, help meet the needs of physically challenged or mentally disabled children, make the classroom into a learning community, promote collaboration and cooperative learning, foster sharing, and bring the real world into the classroom through images or links with other students across the globe.

Myles Gordon
Education Development Center, Inc.

There is a need to radically restructure education if we are going to achieve dramatically improved results... The best of technology can help in this since its flexibility, interactivity and learner-focus embody what we now know and believe to be true of good learning in general.

Bruce Goldberg
American Federation of Teachers

Telecommunications technology has reshaped the world we live in...Now any person with a need to learn is a potential student and any educational resource is potentially available.

Louis Bransford
Public Service Satellite Consortium

Elements of Accessibility. Access is essential to the success of digital media. Fortunately, the technology is becoming increasingly portable and inexpensive. One example is Sony's "Data Discman,"a portable CD player that offers so much flexibility that a single datadisk could present a textbook that could be used at any grade level, in any language, and with a considerable number of audio and video illustrations. Even if expensive, such a device may be cost-effective if it can double learning outcomes.

However accessible in economic terms, digital technology is only the "tip of the iceberg" of a learning environment that encompasses human factors as well. Some multimedia applications can overwhelm the learner with a barrage of information. A needed alternative is a user-friendly interface that uses an attractive visual format to help the learner gain access to needed information. A "smart" interface—one that detects patterns of use and adapts accordingly—can even anticipate learner needs by offering likely choices according to the learner's interests. Equally important to computing is teaching a form of computer literacy that emphasizes neither programming nor rote learning of a particular system or software, but a capability to make use of any user platform. With these considerations in mind, it is easy to be optimistic about the digital technology, given the decline in hardware prices, the evolution of a philosophy of application, the accumulation of valuable experience and even the potential of universal operating systems accessible to all users, such as the Nintendo system for video games.

For the media that currently support education, the future is within sight. The only question is reaching it.

Power to the User. The media technology of radio, teleconferencing, television, video, computers and compact disk presently remains only one piece of the education puzzle. It is not a priority to members of the public who still think that the traditional one-room school house is ideal. It is not a concern to the teacher whose introduction to computers was a course in programming, which served to alienate the individual from the technology. Yet the advocates of these technologies contend that media can meet human needs. To the public enamored of the school house, advocates can refer to the one-room institutions in rural Montana, where students get a wider range of courses through distance learning. To the teachers unwilling or unable to change their methods of instruction, advocates can cite examples of instructors using interactive radio courses broadcast in Honduras. To move their argument beyond the advantages gained by using media technologies, the advocates need only to focus on the problems faced by a traditional education. For example, the amount of information doubles every 900 days. Media offers a means of keeping up with this expanding universe of information. Advocates can also point out to the public the enthusiasm and amount of time spent by learners in front of computers.

Technologies of Empowerment. Ultimately, any discussion on the use of technology and related media will culminate in the larger sphere of political, economic and social issues. These issues can be global, as in the disparity of resources between the North and South, and the potential of media to equalize the quality of instruction. While

the North may be called upon to invest in a 21st Century technological infrastructure in the South, it also can call upon the South's more advanced level of experience in such applications as distance learning to energize its own programs.

These issues can also center on the disparities within a single community. For example, women on public assistance in New York City were given the chance to use laptop computers provided by the New York State Department of Social Services. Taking the computers home, the women improved their job skills and saw themselves becoming role models to their children. Similarly, the disadvantaged New York children of the "Camp Liberty" program liked the computer lab above all other activities because it was structured for success, provided positive feedback and never bored them. It even

There may be no limits on who can benefit from mobilizing media for education.

inspired one camper to hug her computer after one successful session. There may be no limits on who can benefit from mobilizing media for education—including the youngest children, whose critical needs likewise are being met through video and computer technologies. There is great potential for computers in income maintenance centers, shelters and mobile units as resources offering parents and other caregivers holistic, confidence-building experiences in meeting basic needs and taking care of children.

For the media that currently support education, the future is within sight. The only question is reaching it. By offering the most advanced technology in history in support of the youngest, most vulnerable people, the media are securing that future—by empowering the caregivers of today and nurturing the citizens of tomorrow.

Promising Practices. In summary, the conference panels focusing on the use of media and technology highlighted several promising examples, including:

In Malawi, social marketing made education more attractive to girls by stressing the positive impact of learning on career opportunities, family welfare, useful skills, and control over one's own life.

In Virginia, teachers can exchange ideas with their colleagues across Fairfax County without leaving their schools thanks to teleconferences that permit them to view conference activities through closed-circuit television and take part in the discussion through telephone links.

Interactive radio—broadcast courses that incorporate pauses to allow students to answer questions posed in the lesson—have provided valuable instruction in math, languages, health, science and environmental studies in Honduras.

At the Children's Television Workshop, the program "Reading Rainbow" has attracted an enthusiastic audience of young viewers through language that is not condescending, pacing that is not too hurried or slack, and broadcast techniques that communicate the pleasure of reading.

In Maryland, The Discovery Channel has developed "Assignment Discovery," a series of broadcast programs that can be videotaped and used by teachers in the classroom without securing clearance or paying royalties. ◆

We have all the required components at hand: the general philosophical and pedagogical orientation, the machines with the ever-decreasing prices, a pool of experiences, and the elements of a strategy for introducing computers in a different way in our schools. The crucial point is that we should not lose sight of our original objective: making the learner a better learner.

Manuel Gandara
Ministry of Education
Mexico

III. Addressing the Needs of Children

Embracing the Whole Child. One of the prime examples of the shared vision of a common future is the global consensus on meeting the needs of children as fully as possible, beginning with the developmental needs of children from birth to six years of age and continuing beyond. The *Plan of Action* of the U.N. World Summit for Children targets expansion of early childhood development activities, as well as reduction of mortality and malnutrition. The *America 2000* goals call for all children to be ready for school through early childhood measures in health care, nutrition and supportive environments for early learning. The *Declaration* of the World Conference on Education for All advocates early childhood care and initial learning experiences as the first step of a basic education. A holistic approach now characterizes child development initiatives, bringing together a panoply of experiences and ideas. While symbolized by the broad agreements reached at international conferences, this holistic view is due to an emerging understanding that childhood development is a complex and interrelated ensemble of forces in health, nutrition and learning. As seen in the reciprocal relationship between infant nutrition and stimulation, a deficiency in any one area impairs the young child in the others.

A holistic approach now characterizes the child development initiative, bringing together a panoply of experiences and ideas.

As suggested by the experience of young children in vigorous play across the world, the convergence of all three forces makes for an active and capable individual who stands to do well in school and society. Focusing at a time in life that is dynamically rich in possibilities and experiences, the child development effort has adopted the widest possible perspective for enriching the lives of young children. It goes beyond averting disease and malnutrition to ensuring the well-being of children. It begins at birth to promote a stimulating and supportive environment for learning. It brings these elements together through commonplace and special experiences. It looks ahead to a young adult who will make the most of schooling, readily cope with challenges and respond to a changing world.

Child development is an interrelated ensemble of forces in health, nutrition and learning. A deficiency in one area impairs the young child in the others.

Children at Risk. The worldwide interest in early childhood development is stimulated and reinforced by the growing understanding of how relatively modest interventions to support appropriate environments for children in the early years can pay major dividends in the later years. Evidence from many countries confirms the experience in the U.S. with Head Start and other programs. These programs are not luxuries, nor are they welfare. They are essential investments, the basis for subsequent efforts to improve life opportunities for children, their families, and for society as a whole. Yet,

As we are looking at readying schools for children...we need to pay more attention to the need for rich environments that stimulate children's learning and development—bringing continuity from preschool to school and providing comprehensive services to those who need them.

Sharon Lynn Kagan
Yale University

many societies remain unconvinced and have not included comprehensive childcare as a social objective. Others have limited their concern to those most at-risk. Some governments and agencies have seen comprehensive childhood services as a "luxury" beyond their means. Many national leaders have viewed early childhood care as the proper business of the family. Such views are honed by generations of experience and are shared by leaders in many cultures and countries. Whether motivated by fiscal or philosophical reasons, this approach also has been reinforced by the recent judgment that governmental programs must be complemented by initiatives stemming from those who are most directly concerned.

Yet the revolutionary changes that have transformed so many social institutions have not spared the family. Burgeoning urbanization, accelerating migration, changing women's roles in the workforce, economic restructuring and widespread political unrest have changed the lives of nearly everyone—in the North as well as South. These changes have spawned significant consequences, including deterioration of health and school systems, erosion of other social services, declining living standards, high unemployment, stricter immigration policies and a widening gap between rich and poor.

It has been recognized for some time that nutrition and health states affect learning. Only recently has it been recognized that a child's emotional and cognitive development affects health and nutrition.

These trends have struck children especially hard by shaking the protective environment of the family to its roots. Parents and other caregivers have had to find strategies to cope with such challenges as weakening childcare supports for working parents, children that are un- or under-supervised, a strengthening influence of the mass media on children, increasing substance abuse, escalating juvenile crime, growing numbers of street children and the continuing trend of children having children.

These factors fostered by extraordinary social change profoundly influence the developmental niche that serves as the basis of the younger child's adaptation to the world. In the worst situations, these circumstances can hamper a child's physical and intellectual progress, when the neglect of children leads to arrested development due to malnutrition, lack of stimulation or lowered self-concept. When this happens, thousands of young children whose lives were saved from malnutrition and disease by measures such as increased breastfeeding and vaccinations are exposed to dangers that are more insidious but no less severe than a future of impeded development and diminished expectations.

Education and Health. The child survival revolution advanced by UNICEF and undertaken by a variety of organizations in the past 10 years has proven to be a highly successful endeavor, saving the lives of 10,000 children each day and sparing many more children from disabilities that otherwise would shadow the rest of their lives. Yet many of the beneficiaries of the child survival revolution are among those most

Early childhood development is about cognitive, physical, psychological, psycho-motor, social, linguistic, as well as values-affected development.... The aim is to develop a feasible, viable program which could address all of the urgent needs of growth and development of the child.

Manzoor Ahmed
UNICEF

The health and education sectors do not talk to each other, because of the separation of the delivery systems....There is an obvious need to provide more comprehensive and integrated family support services.

Michael Usdan
Institute for Educational Leadership

Our comprehensive child development strategy includes growth monitoring, nutrition, immunization, child development assessment, parent education, accident prevention and a home-based health record.

Nittaya Kitchabhakdi, M.D.
Mahidol University
Thailand

threatened by the great social and economic changes taking their toll on a wide array of families across the world. Thus, it has become apparent that to sustain the gains of the child survival "revolution," it has to be complemented by child development. As a result, health professionals, educators and nutritionists are joining forces with parents to identify and promote child development programs. In keeping with the shift of the international health community from curative to primary health care, child development professionals are recognizing that ensuring early childhood well-being is not limited to maintaining physical health, but to promoting development in all domains, including cognition, emotion and expression.

To sustain the gains of the child survival "revolution," it must be complemented by child development.

Though it has been recognized for some time that nutrition and health states affect learning, only recently has it been recognized that a child's emotional and cognitive development affects health and nutrition. An alert, active child is also a child who is more likely to eat well and develop resistance to disease. A caregiver interacting with a happy, expressive child is more likely to respond constructively.

Increasingly, the imperative to address the needs of the whole child is seen as everybody's problem. Nonetheless, in reality it is often left to someone else, becoming nobody's problem. An integrated approach linking community- and family-based support to health and nutrition with similar initiatives in education is necessary. A priority task for the creation of systems supporting child development is to reduce the fragmentation of official responsibility into health and education, or even a ministry of education and a school system.

Community Concerns and Coalitions. The importance of an integrated approach is evident when viewed from the perspective of the family, the developmental niche in which children spend their formative years. Social change has affected this niche in many instances, exerting an impact on its entire structure in the areas of physical setting, cultural customs and childcare traditions. Recent research has shown that the impact of change on these elements has a profound effect on a young child's health, nutrition and development.

Families should serve as the cornerstone of efforts to improve the child's quality of life in health, nutrition and child development.

In parts of Kenya, for example, upper respiratory infections in young children have increased in recent years due to changing social practices. These infections have occurred partly because of decreased spacing between births, which have resulted in earlier weaning and reduced immunity. They have also occurred as a result of increased

cash-cropping on the part of women: mothers leave their children with neighbors who care for other youngsters, thus encouraging the spread of diseases among the children. These infections in turn can impair hearing and thereby interfere with a young child's

Dynamic approaches must reinforce the capacity within families and communities to create ways for people to work together for children.

acquisition of language. Similar examples can be found in a wide range of countries. Many infants in Honduras are fed with a propped-up bottle—deprived of the nurturing and immunological protection of breastfeeding—because the working parents do not have the time to do otherwise. In Mauritius, working women have taken jobs in free trade zones, moving away from networks of traditional caregivers, renouncing kitchen gardens, and in the process, increasing the possibilities for child malnutrition and poor school performance.

Given the complexity of these problems, dynamic approaches are needed in addressing the needs of children. It is necessary to reinforce or restore the caring capacity within family and community that has always served as the framework for the young child's development. As an important step, discussions must reach families, community members, and health and education professionals and go beyond talk to include programs, institutions, and support systems—to create ways for people of differing

A well-coordinated, community-based initiative supports the development of the whole child and provides sustained support to the parent or other primary caregiver.

experience, resources and perspectives to work together for children in their community, as well as to share experiences between communities. By taking this approach, it is possible to promote efforts that call upon the caring capacity of all—not only doctors, but also parents, grandparents, educators, and children who look after younger children. One example is the School Health Action Programme, of Nakuru and Pokot, Kenya, where healthcare workers, headmasters, teachers, parents and students joined forces to carry out a variety of initiatives, including school gardens and community reforestation. As a result, they now feel that they have the means to ensure the care of their youngest and most at-risk.

The Work of Women. Among all of the concerned parties coping with the recent economic and social changes affecting children, women have accommodated the most change—whether turning to cash-cropping in Kenya, doing piece work in the free trade zones of Mauritius or commuting to governmental jobs in Washington, D.C. They have made the major adaptations to the economic restructuring of the past decade, working ever harder to sustain their families and affected most directly by price

Improving women's status is central to improving children's welfare. The needs of women intersect with the needs of their children. We look forward to the day that this topic is placed at the center of everyone's agenda, and both men and women recognize their mutual responsibility for the issue.

Lynellyn Long
U.S. Agency for International Development

I urge you to keep a vision of the whole child in the early years before you as you think about education in the United States and overseas.

Robert Myers
Consultative Group on Early Childhood Care and Development

As parents gain self-confidence in being an improved caregiver, they become empowered in relation to the larger society. Many of the parents in our programs go on to serve as leaders in parent-teacher associations, as homeroom mothers and as activists who become involved with larger community problems.

Emily Vargas Adams
Center for Development, Education and Nutrition

increases and changing household resources. At the same time, they continue to exercise primary responsibility for the welfare of children, whether they delegate it to a caregiver or juggle it with their other work. The welfare of children has traditionally centered on the situation of women facing these challenges. What is new is the severity of the challenges and the decreased availability of other household members on whom women have traditionally depended to share the childcare responsibilities.

Coalitions are more conducive to the holistic approach than any single program initiative.

Women possess limited flexibility for improving the lot of their children by themselves. Conventional economic indicators underestimate the intensity of the economic activity undertaken by women. Their increased workload is often hidden by such factors as family work (in the form of subsistence farming) and employment in the informal sector (where transactions are notoriously difficult to quantify). Moreover, women have had to make the most of the labor market for part-time, semi-skilled employees—often having to accept low wages and limited benefits. These circumstances create an unusually vicious circle consisting of low income, long hours, less individualized childcare, more childhood illnesses, more child-related absences and, in turn, lower income.

To break this cycle, it will be necessary to address these concerns on the "macro" as well as the "micro" level. Given a woman's limited time, income and resources, she often finds little "slack to cut" from her present situation to ensure an acceptable quality of life for her young children. She must look to other approaches and sources of support—including the males in her family—to escape from this dilemma. One alternative is a system of culturally comprehensive services stemming from the empowerment

Continuity must be ensured through new partnerships for child development which combine resource investments from the government with "sweat equity" from the community.

of all community members. Through a process of analysis and discussion based on Latin American models, Latino community members in Austin, Texas, for example, have developed a set of initiatives that include selecting a group of paraprofessionals from the community to provide services to their children, assisting families to achieve self-sufficiency, promoting increased use of available social services and preparing educational materials for teenage mothers and fathers. These elements have resulted in successes for the women and men in their family lives that have encouraged them to secure other gains through increased participation in public institutions such as school boards.

Similar efforts undertaken by coalitions of village women in the Choco Region of Colombia took shape as a means of providing basic education and health services for their children. Gaining confidence through this process, they tackled other problems of social and community development such as literacy, malaria prevention, environmental remediation and job creation. Similarly, factory women in Istanbul were so successful

with their own child welfare initiatives that they secured broadcast time on television to communicate their gains to other women outside their neighborhood. From Istanbul to Austin, women once trapped in a cycle of increasing labor and diminishing roles in childcare have seized the initiative in improving their children's lives and promoting community reforms.

Measures for Child Development. Advocates of young children are advancing child welfare interests by encompassing the widest possible field of action, including child evaluation and development. Children develop in many dimensions, including cognitive, mental, physical, psychological, psycho-motor, social and linguistic. An international consortium of 12 nations is currently working to design criteria and testing methods as a response to a significant lack of information on the development of children before primary school. More initiatives of this type, more collaborations on such measurement criteria, and more effective dissemination of the research are needed.

The formative years of child development must become "everybody's business" through a concerted effort to close the holes in the fabric of global caring.

The need to define readiness for schooling is especially critical, since it is the cornerstone of the goals of both the *America 2000* and Education for All declarations. Most educators agree that child development efforts made in early childhood will produce better prepared students in primary and secondary schools. Despite a national effort in the U.S. and other countries to define readiness for schooling, there nonetheless is little agreement on the subject and a great need for time and funding to resolve the issue.

While the evaluation of child skills and capabilities remains a matter of study and development, the notion of what defines a favorable developmental environment for young children is a matter of widespread consensus. It centers on the relationship and interaction between caregiver and child, encompassing the qualities of caring, teaching, discipline and stability. This stimulating and supportive emotional climate must be present throughout the child's environment. One of the important understandings is that child development is an interactive process, not a state. It is essential to try to understand the interactions and the processes at work, not simply to obtain measures of quantity or status.

Ensuring early childhood well-being must include promoting development in all domains, including physical health, cognition, emotion and expression.

Environments for Child Development. In an economic climate where nearly all family members may be called upon to work to support the household, a daycare or preschool facility may be seen as the ideal answer for providing childcare. Yet daycare

Education, health and nutrition are integrally linked. Education improves health and productivity with the poorest benefitting the most.

Elizabeth Hillman, M.D.
McMasters University
Canada

The core of community development is that people should assume responsibility for services affecting their own lives.

A. W. Wood
Save the Children, Inc.

can be a "luxury" for many working families. Even when it is available, daycare does not necessarily guarantee the supportive environment which is characteristic of childcare in the family.

Nonetheless, a supportive environment can be achieved affordably outside the home in many types of child development settings, including home-based daycare, community supported childcare centers, multipurpose community centers and mobile services for migrant workers. The essential element is a well-coordinated, community-based initiative that supports the development of the whole child, and that provides reliable sustained support to the parent or other primary caregiver.

Given the variety of childcare situations, no single initiative can promote a supportive environment for all caregivers. Caregivers need to be able to choose from among a variety of interventions, organizations, mechanisms and resources. Of the essence, however, is a body of concerned individuals who develop participatory initiatives through grassroots groups that assess the priorities, decide on strategies, and develop a variety of resources and experiences that address the role of every community member.

For their part, governmental or nongovernmental agencies can promote child development by supporting these efforts made by concerned communities and individuals. They can respond to information needs through facilitators who can make perspectives accessible to single or groups of caregivers. Through existing governmental child enrichment programs, such as Head Start, they can lend their program resources to communities as a focus of broader grassroots services essential for child welfare, such as literacy training or substance abuse and other counseling for parents in need of those supports, or wrap-around childcare facilities for children whose parents work full-time.

When we make a public investment in childcare, it is for purposes other than child development. We will invest in childcare to get a mother off of welfare and unemployment. We won't do childcare for the child's benefit. We need to pay attention to the kind of childcare we are providing and its impact on children.

Dianna Pearce
Stanford University

Joining Forces. If the early childhood development initiatives of the 1990s are to transform the quality of life for the world's young children in similar fashion to the child survival revolution of the 1980s, a new spirit of international cooperation is needed to bring success within the reach of every present and potential caregiver, requiring a sharing of experiences and perspectives among communities. Nongovernmental organizations have particularly important roles to play. Government cannot substitute for

Educators agree that child development efforts made in early childhood will produce better-prepared students in primary and secondary schools.

local initiatives by families and communities. Families should serve as the cornerstone of efforts to improve the child's quality of life in health, nutrition and child development. Communities, with their ability to bring together family members and support personnel from governmental and nongovernmental organizations, should identify ways of integrating services and providing sustained support to improve the caring capacity in all local childcare situations, from care at home to daycare. In their turn, coalitions linking community networks must promote the sharing of experience at the national and regional levels. Coalitions—particularly among small-scale grassroots programs—

may prove to be major vehicles for improving early childhood care. By their nature, coalitions are usually are less specialized and more conducive to the holistic approach than any single program initiative.

The doctors, educators, caregivers, working mothers, policymakers and community members who will spur this effort face a significant challenge fitting the pieces together to create a holistic approach. In the area of daycare services alone, they must contend with a patchwork of programs that assist mothers on public assistance and serve working mothers, but disrupt the lives of children whose mothers go from one category to another. Continuity must be ensured through new partnerships for child development which combine resource investments from the government with "sweat equity" from the community.

Filling the Gaps. The provisions of quality programs of early childhood development are only the first goal of Education for All. A major area of discontinuity for children is the effect that occurs when the alumni of Head Start or similar preschool programs see their developmental advantages vis a vis their classmates level out after three years in primary school. While this effect may stem partly from universal gains in intelligence that come with age, it also may be due to the impact of the less personalized format of primary school instruction. One way to address this situation is by incorporating "preschool" features into the primary school experience such as greater parental involvement and individualized instruction. In such cases, it will be necessary to ready the school and community for the learner, as well as the reverse. To achieve this aim, schools must become more flexible and capable of change, showing a greater willingness to address health and nutrition concerns, as well as promote community involvement. Communities, for their part, must see their role as an essential and positive force for child development, rather than merely a cost-saving source of labor or routine services for institutions.

The formative years of child development must become "everybody's business" through a concerted effort to close the holes in the fabric of global caring. Families and communities alike must respond to the young child's special needs, combining the ingenuity they have shown in the face of global changes along with their natural concern shown to loved ones. When that happens, the crusade for children truly will have served to turn the page that begins the next chapter of the history of human progress.

Promising Practices. Among the numerous early childhood development programs discussed, several promising practices were highlighted during the conference discussions.

Coalitions of village women in Colombia followed success in providing basic services for their children by addressing other community problems such as literacy, malaria prevention and job creation.

Latino citizens in Texas identified and carried out common initiatives in such areas as peer counseling, social services information, self-sufficiency programs and child development publications for teen parents.

Videos showing infant stimulation in Thailand are adapted to a wide range of audiences—parents, grandparents, doctors and older children—to encourage each segment of the community to do their part to promote early childhood development. ◆

We are seeing a shift of orientation in child development—going beyond the physical growth of children to a whole child approach: seeing the child's development in terms of physical, cognitive, language, social and emotional development ...We are looking at not only the influences of the environment on the child, but also the child's interaction with the environment.

Cigdem Kagitcibasi
Bogaczi University
Turkey

IV. Taking the Next Steps

Historical transformations are not mere accidents of a fickle fate. Rather they are the logical outcomes of minds and attitudes that our educational systems have formed—or misformed.

Victor M. Ordoñez
UNESCO

Unless we create environments in which teachers want to teach and students want to learn, we are not going to make much progress on the school reform front.

Thomas Toch
U.S. News and World Report

Taking Stock. On November 1, 1991, the participants of the first conference of the U.S. Coalition for Education for All concluded three days of bridging the gap between domestic and international education. They had taken up the challenge offered in the March 1990 World Conference on Education for All at Jomtien, Thailand, committed to ensuring that the basic learning needs of all children, youths and adults would be met effectively in all countries. The participants at the Alexandria Conference had taken advantage of a new climate of cooperation and pooled their experience to promote successful approaches that would meet the Jomtien goals.

In the course of three days of over 30 panels and plenaries, participants succeeded in breaking the "sound barrier" that often prevents a profitable exchange of ideas. In the thematic discussions on *addressing the needs of early childhood development*, participants agreed that holistic, complementary strategies—achieved through the empowerment of families and the involvement of communities—could address the needs of younger children in a changing society. On *mobilizing media in support of education*, panelists concluded that cutting-edge communications technology could promote new partnerships to bring advances in learning to every corner of the world. On *designing education for the 21st Century*, participants determined that long-term, systematic education reform must replace superficial, piecemeal adjustments under consideration.

Holistic, complementary strategies—achieved through the empowerment of families and the involvement of communities—can address the needs of younger children in a changing society.

Taking Aim. Spanning all of the themes, several avenues for action became clear at the conference:

- *First, education must strive to enter the lives of all community members, engaging them as learners and educational resources alike.* A broad spectrum of educational and developmental services should encompass the widest possible reach, making local businesses into classrooms, employing television for learning and offering health services at childcare centers. Access should be afforded to ethnic and linguistic minorities, women and girls, at-risk populations and isolated populations—offering not only an open door, but opportunities to gain in knowledge and self-esteem.

- *Second, learning must serve as immersion into life, offering dynamic experiences that promote active and competent individuals.* Lessons should be experience-based, educating students in real world situations, using multimedia for simulations and using media to enrich the environment. Learning and development should be participatory, with students teaching peers and instructors and community members designing media and helping to plan and implement child development campaigns.

- *Third, results stemming from educational innovations must be thoroughly documented and disseminated, offering well-defined options to educators everywhere.* Assessment should be a carefully-crafted component of any initiative and should reflect the dynamic outcomes to be sought. Networking should expand in regional and international directions, going beyond traditional patterns of authority and geared to expanding on positive experiences.

Playing an International Role. A major stimulus for all these initiatives will be the international organizations. Marshalling increasingly over-taxed budgets, they have endeavored to advance strong working partnerships with grassroots nongovernmental organizations encouraging their collaboration and dialogue with governments and promoting networking across regional and national boundaries. Simply described, the task for international organizations is doing more, doing it faster and doing it with only a slight increase in resources.

The United Nations Development Programme (UNDP) takes this approach by assisting countries in preparing national action plans for environmental education and educational opportunity for women and girls, by convening regional conferences on learning needs assessments and global networking of nongovernmental organizations, and by sponsoring research on "state of the art" developments in reading and writing.

The United Nations Children's Fund (UNICEF) similarly works toward creating synergy between intergovernmental, nongovernmental and governmental entities. The agency has emphasized an approach that seeks to encourage analysis of the learning environment and development of concerted strategies. Its education efforts involve four main areas: (1) cutting-edge primary education; (2) workshops in early childhood development; (3) nonformal education and literature; and (4) media-based education.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) also helps member nations to identify what they can do for their own political and social structure, technical expertise and financial resources. Organizing its initiatives in such areas as the use of local languages for instruction and multi-grade teaching, UNESCO "holds a mirror" to a given country so it can see how it meets its own objectives and then offers outside examples and expertise to support future efforts.

Learning should be experience-based, educating students in real world situations, using multimedia for simulations and using media to enrich the environment.

The World Bank recognizes that investing in people makes the firmest foundation for lasting development and that funding for education contributes to economic growth (through increased wages and productivity), technical advancement (through improved training) and the alleviation of poverty (through the acquisition of basic skills such as literacy and health). This approach is exemplified in World Bank initiatives such as a lending program for Mexico to improve primary education through rehabilitation of classrooms, teacher training and enrichment, and institutional strengthening through evaluation and incentives.

It would be easy just to meet on the problem and spend our time sharing anecdotes on how hard it is to make progress. That is part of the old vision. We must make decisions on how to work together to break the inertia and move toward success.

Frank Method
U.S. Agency for International Development

People everywhere are all struggling with similar problems: hunger, homelessness, infant mortality, violence, poor health, splintered societies and families, lack of skills for economic viability, and education systems inadequate for countries's needs and people's aspirations. Yet we know that education is the key to addressing these related and interdependent challenges.

Janet Whitla
Education Development Center, Inc.

For its part, the U.S. Agency for International Development (USAID) continues to be the largest of the bilateral funders of primary education reform. It supports selective and specialized initiatives in such areas as improving management, research, teacher training and instructional materials. It also supports comprehensive reform involving changes in systems management, finance and policies. In addition, USAID gives special attention to the learning needs of girls and young women. These efforts in support of quality education often stress non-project assistance, private sector support to education research and assessment initiatives to examine innovations in learning.

Cutting-edge communications technology could promote new partnerships to bring advances in learning to every corner of the world.

Advancing Participation for All. This impressive panoply of actors and activities suggests that Education for All is catching on as a global rallying cry. Sadly, this enthusiasm has not yet translated into implementation on a global scale. There continues to be many educators doing "business as usual." In many countries reform is proceeding in piecemeal fashion without the benefit of systematic analysis or of openness to new ideas and fresh approaches. The time is right to do something on a larger scale to share both general lessons on how to energize and mobilize comprehensive reform as well as the specific technical lessons and research that have emerged from the Education for All movement. The achievement of Education for All will ultimately depend on advancing this knowledge base and expanding it in all directions. According to Wadi Haddad, special representative of the World Bank to the United Nations, Education for All is not a cure for a Third World epidemic, since the need—as well as the solution—is global. The educational systems of the industrial democracies of the West cannot ignore the serious problems related to student dissatisfaction and alienation. The educational systems of nations in the East likewise face enormous challenges in keeping pace with the rapid course of social transformation.

Unquestionably, the U.S. offers important experiences in applying high technology, and in meeting the special needs of inner-cities and rural areas. At the same time, the U.S. stands to gain by adapting the advances of other countries, such as language

The achievement of Education for All will ultimately depend on advancing the knowledge base and expanding it in all directions.

training in the East and educational radio in the South. Clearly, U.S. educational achievement is seriously limited by the "not invented here" syndrome. The ultimate success of the Education for All movement in the U.S. must include efforts to apply overseas ideas to domestic challenges by building bridges between initiatives on both sides. Whether in the U.S. or elsewhere, Education for All will succeed only through "cooperation for all,"

making use of the capabilities and experience of every global community. The great diversity of players increases the possibilities for making partnerships and sharing resources. The participatory approach favored by the Education for All movement can explore new directions of understanding and change through the free exchange of information and ideas, and can span the vast range of world educational needs.

Facing Windows of Opportunity. The formative days of the Education for All movement coincidentally have been a fateful period for the world, a time of dramatic change in response to the world order adjusting to extraordinary power shifts; nations redefining their political, cultural and geographical identities; and individuals reeling from social strife. In such conditions, there is a temptation to allow the basic education agenda to be eclipsed by the breaking developments on the global scene. Yet it is no accident that these concerns have emerged; it is rather the consequence of the minds and attitudes formed—or misformed—by existing world educational systems. Anyone who wishes to anticipate or alter that destiny in the long term must accept the fact that the leaders of the next century are already attending or missing the world's schools today.

The time is right to share on a larger scale both lessons on how to energize comprehensive reform and technical lessons emerging from the Education for All movement.

According to Victor Ordoñez, director of the Division of Basic Education for UNESCO, this extraordinary window of opportunity recalls a similar period 45 years ago when UNESCO was founded in the aftermath of a devastating World War II. The UNESCO constitution called for a peace founded on the intellectual and moral solidarity of humankind. Since then, the world has learned the invaluable craft of cooperation, but has just begun to put that skill to use.

The world is once again within reach of saving a generation from ignorance through an initiative challenging all of the citizens of the world to take part in sharing their knowledge and experience with their global neighbors.◆

Progress in the human race has depended on transferring the advances of one culture to another culture...People need to recognize and appreciate the characteristics of other people no matter where they are.

Sandra Jibrell
Annie Casey Foundation

Postscript: Looking Ahead

Education for All is not a cure for a Third World epidemic. The need is global and so is the vision. The word "All" in Education for All encompasses all parts of the world: In the East and the West, in the North and the South, in the developing world and in the industrialized world.

Wadi Haddad
World Bank

On December 4, 1991, UNICEF, UNESCO, UNDP, and the World Bank covened the International Consultative Forum on Education for All in Paris, France, to look at prospects for making schooling available by the end of the decade to the one billion adults and children in need of it. According to *Educating the Children*, a study commissioned for the Forum, the targets could be reached before the present generation of school-aged children reached adulthood, but only if present efforts were quickened.

According to the study, the world educational system would have to increase its capacity by 30 percent to create the 156 million additional school places that would be needed. While that percentage seems staggering at first glance, it could be met by an average spending increase of two to three percent each year. Even in most of the developing countries, an increase in real spending equal to the population growth rate would meet the goals of Education for All.

The targets can be reached before the present generation of school-aged children reach adulthood, but only if present efforts are quickened.

Significant challenges stand in the way of reaching this goal. All nations have been strapped for resources following a decade of boom and bust in lending. The private sector in the West and the state economies of the East and South have been hobbled, if not incapacitated, by debt servicing and restructuring. In the worst cases in Sub-Saharan Africa, planners are being called upon to double enrollments in basic education, while the existing system lapses into a state of collapse through a deteriorating infrastructure and defecting teachers. Yet there is ample reason for cautious optimism. More than 50 countries have developed Education for All plans, producing heartening results:

- Brazil, Cambodia, Indonesia, Swaziland, Turkey and the United States have held substantive follow-up conferences and policy roundtables.
- China has set into motion an action plan to provide universal primary education by the end of the century.
- Brazil has budgeted $6 billion for integrated community centers offering basic education.
- Benin has designed an innovative education sector strategy in coordination with its political and economic reforms.
- The United States has set the target date of the year 2000 to attain a high school graduation rate of 90 percent and literacy for all its adults and youth.

The most inspiring aspect of these developments is that they almost always have reflected the aspirations of the national citizens who often have participated in the roundtables and commissions. From the city streets of Mali, to the "White House" in Moscow, the people have taken a stand to have their say in their national future and they have put education at

the top of their agenda. The new action plans being implemented by each country will rise or fall on the response of citizens: their willingness to support greater funding for education, their resolve to agree on a concerted strategy and their energy in contributing their own time in support of learning in their communities.

The U.S. Coalition for Education for All. A product of the new citizen action in support of education, the U.S. Coalition for Education for All is poised to continue its ambitious program of increasing U.S. awareness and understanding of basic education issues, and promoting the exchange of experiences in dynamic and effective learning. In 1992, the Coalition will:

- Expand its networking effort through outreach to a wider range of constituencies in fields such as health and joint activities with partner organizations in education;
- Publish a newsletter to disseminate information on Education for All, relating domestic and international experiences in providing basic education;
- Organize a series of "mini-conferences" to explore in detail themes and issues discussed at the 1991 Coalition conference;
- Plan for its second conference in late 1993 as a vehicle for exploring specific initiatives and proposals in Education for All with the object of promoting concerted action by Coalition members; and
- Develop an electronic clearinghouse through computer networking to provide U.S. and international educators with new opportunities for sharing information and organizing program exchanges.

This report serves as a promissory note on the Jomtien pledge.

These activities will come to pass not through institutional channels, but out of an infrastructure of concern that unites the members of the Coalition and inspires them to "make things happen" through their own sense of initiative and urgency. In fostering the success of their first conference, they have shown that they are up to the challenge. Their shared task now is to build stronger coalitions and broader partnerships in the U.S. as well as worldwide, and then to take up the task of building up those defenses in a spirit of dedication and solidarity.

This report serves as a promissory note on the Jomtien pledge, holding the Conference participants—and those who read these pages—to the task of setting an active, forward pace toward achieving the Jomtien goals. It is up to all of us to find ways to continue to share experience from around the world and to continue to explore new ideas and better approaches both in the U.S. and in other countries. The triumph of the present era ultimately will be seen in the numbers of children and adults who gain access to education where it did not exist before. The Jomtien goals must be realized not just in the rhetoric and promises of conferences, but in their application in everyday life—from professional settings to neighborhoods across the globe. ◆

This U.S. Coalition (USCEFA) should be useful in contributing to America's school reform efforts; it brings together educators from very different backgrounds and specialties, who are critical to educational change—and without USCEFA would rarely talk to or work with one another.

Robert Morgan
Florida State University

Speakers: Plenary Sessions

CLIFFORD BLOCK
Director, International Programs
Far West Regional Laboratory for Educational Research and Development
"Mobilizing Media in Support of Education"

AMALIA G. CUERVO
Executive Director
U.S. Coalition for Education for All
"Education for All: The Global Challenge"

CLOTILDE FONSECA
Executive Director
Omar Dengo Foundation, Costa Rica
"Mobilizing Media in Support of Education"

JAMES P. GRANT
Executive Director
UNICEF
"Education for All: The Global Challenge"

UNNA HUH
Director, Center for Educational Computers
Hanyang University, Korea
"Designing Education in the 21st Century"

SHARON LYNN KAGAN
Senior Associate, Bush Center
Yale University
"Programming for Early Childhood Development"

CIGDEM KAGITCIBASI
Professor
Bogacizi University, Turkey
"Programming for Early Childhood Development"

DAVID KEARNS
Deputy Secretary
U.S. Department of Education
"Designing Education for the 21st Century"

ELENA LENSKAYA
Counsellor to the Minister of Education
Ministry of Education, Republic of Russia
"Education for a New World Order"

FRANK METHOD
Deputy Director, Office of Education
Bureau of Research and Development
U.S. Agency for International Development
"Education for All: The Global Challenge"

PETER K. MITCHELL
Executive Director
International Reading Association
"Lessons from School Restructuring in the United States"

KATHRYN BOE MORGAN
Director, Policy Directorate
U.S. Agency for International Development
"Education for a New World Order"

ROBERT MORGAN
Director, Learning Systems Institute
Florida State University
"Designing Education for the 21st Century"

ROBERT MYERS
Coordinator
Consultative Group on Early Child Care and Development
"Programming for Early Childhood Development"

VICTOR ORDOÑEZ
Director, Division of Basic Education
UNESCO
"Next Steps in Education for All"

LINDA ROBERTS
Senior Associate
U.S. Congress Office of Technology Assessment
"Mobilizing Media in Support of Education"

ALBERT SHANKER
President
American Federation of Teachers
"Lessons from School Restructuring in the United States"

JANET WHITLA
President
Education Development Center, Inc., and President,
U.S. Coalition for Education for All
"Education for All: The Global Challenge"
"Next Steps in Education for All"

Chairs: Panel Discussions

MANZOOR AHMED
Special Advisor, Programme Development
UNICEF
"Early Childhood Programming and Implementation Issues"

DR. ROBERT BAKER
President and Chief Operating Officer
Houghton and Mifflin Publishing Company
"Beyond Chalk and Talk: Creative Methods for Instruction and Assessment"

LOUIS BRANSFORD
President
Public Service Satellite Consortium
"Using Media for Basic Education Outside Schools"

VICTORIA COLBERT
Education Senior Advisor
UNICEF Regional Office, Colombia
"Childrearing Practices in a Changing World"

JOHN COMINGS
Vice President
World Education, Inc.
"Expanding Literacy: Preparing for Participation in an Information Society"

AMALIA G. CUERVO
Executive Director
U.S. Coalition for Education for All
"New Visions in Education"

FRANK DALL
Senior Education Advisor, Education Unit
UNICEF
"Knowledge for Decision-Making"

CLOTHILDE FONSECA
Executive Director
Omar Dengo Foundation, Costa Rica
"Mobilizing Media in Support of Education"

SHARON FRANZ
Senior Vice President, and Director, Education and Exchange Services
Academy for Educational Development, Inc.
"Getting Started: Initiating and Maintaining Sustainable Education Reform"

BRUCE GOLDBERG
Associate Director, Teachers' Educational Issues Department
American Federation of Teachers
"New Technologies for Teacher Training"

SANDRA JIBRELL
Senior Program Director
Annie Casey Foundation
"Multicultural Education: Valuing Diversity in Today's Multi-Ethnic/Multi-National Classroom"

WILLARD KNIEP
Vice President
The American Forum for Global Education
"Education in an Interdependent World"

LYNELLYN LONG
Social Science Analyst, Office of Women in Development
U.S. Agency for International Development
"Child Care, Women's Work and Child Development"

RICHARD LONG
Washington Representative
International Reading Association
"Lessons from School Restructuring in the U.S."

JOAN LUFRANO
Special Consultant, International Television Group
Children's Television Workshop
"Media and Early Childhood Education"

ROBERT MORGAN
Director, Learning Systems Institute
Florida State University
"Designing Education for the 21st Century"

continued next page

Chairs: Panel Discussions, *continued*

STEPHEN F. MOSELEY
President
Academy for Educational Development, Inc.
"Education Leadership for the Future: How to Build Coalitions and Budgets in Unconventional Times"

ROBERT MYERS
Coordinator
Consultative Group on Early Childhood Care and Development
"Assessing the Readiness of Children for School and Life"

SAM REA
Director, Office of Education
Bureau of Research and Development
U.S. Agency for International Development
"International Cooperation for Education for All"

MAY RIHANI
Vice President
Creative Associates International, Inc.
"Access, Quality and Gender"

REIDAR ROLL
Secretary General
International Council for Distance Education, Norway
"Improving Educational Quality through Distance Education"

FRANK SCHORN
Advisor
United Nations Development Programme, Jamaica
"Training Educators for Schooling in the 21st Century"

JAMES SHEFFIELD
President
African Medical Relief Foundtion
"Partnerships for Education for All"

WILLIAM SMITH
Executive Vice President
Academy for Educational Development, Inc.
"Mobilizing Public Support for Quality Education"

MICHAEL USDAN
President
Institute for Educational Leadership, and Co-Director,
National Health/Education Consortium
"The Missing Link: Integrating Health, Nutrition and Education"

JANET WHITLA
President
Education Development Center, Inc., and President,
U.S. Coalition for Education for All
"Education for All: The Global Challenge"

KATHERINE WILLIAMS
Consultant
Institute for International Research
"Computers as Educational Tools: Do They Really Make a Difference?"

FRED WOOD
Director, Education and Early Childhood Development
Save the Children, Inc.
"Building Coalitions for Children: Empowering Parents and Communities"

Conference Panelists and Presenters

A. JOHN ABBOTT
Director
Education 2000, United Kingdom
"Education in an Interdependent World"

EMILY VARGAS ADAMS
Executive Director
Center for Development, Education and Nutrition
"Building Coalitions for Children: Empowering Parents and Communities"

DWIGHT ALLEN
Eminient Professor of Education Reform
Old Dominion University
"Training Educators for Schooling in the 21st Century"

NAHAS ANGULA
Minister of Education and Culture
Republic of Namibia
"Beyond Chalk and Talk: Creative Methods for Instruction and Assessment"

MARTA ARANGO
Director
CINDE, Colombia
"Building Coalitions for Children: Empowering Parents and Communities"

JOHN E. BOWSHER
Former Senior Vice President for Education, IBM
"Beyond Chalk and Talk: Creative Methods for Instruction and Assessment"

ROBERT BRANSON
Director, Center for Educational Technology
Florida State University
"Beyond Chalk and Talk: Creative Methods for Instruction and Assessment"

JANET BROWN
Director, Caribbean Child Development Centre
University of the West Indies, Jamaica
"Childrearing Practices in a Changing World"

GLYNN BUTTERFIELD
Video Producer
Far West Regional Lab for Educational Research and Development
"Media and Early Childhood Education"

RENATE NUMMELLA CAINE
Associate Professor of Education
University of California, San Bernadino
"New Visions in Education"

ROBERTA CAMP
Development Scientist
Educational Testing Service
"New Visions for Education"

JOSEPH CARNEY
Chief, Latin America/Caribbean Education and Human Resources Division
U.S. Agency for International Development
"Training Educators for Schooling in the 21st Century"

PETER COPEN
President
The Copen Family Fund, Inc.
"Education in an Interdependent World"

CARLETON CORRALES
Deputy Director, Learning Technologies for Basic Education
Academy for Educational Development, Inc.
"New Technologies for Teacher Training"

JOHN COSTELLO
President
Citizens Network for Foreign Affairs
"Education Leadership for the Future: How to Build Coalitions and Budgets in Unconventional Times"

CHRISTOPHER CROSS
Executive Director, Education Initiative
Business Roundtable
"Education Leadership for the Future: How to Build Coalitions and Budgets in Unconventional Times"

FRED CZARRA
Director, International Programs
Council of Chief State School Officers
"Knowledge of Decision-Making"

DR. WILLIAM CUMMINGS
Research Associate
Harvard Institute for International Development
"Knowledge for Decision-Making"

continued next page

FRANK DALL
Senior Education Advisor, Education Unit
UNICEF
"International Cooperation for Education for All"

KENT DAVIS
Executive Director
Million Dollar Machine Foundation
"Inspiring Children to Be Their Best"

ROSNY DESROCHES
President
Haitian Foundation for Private Schooling, Haiti
"Education Leadership for the Future: How to Build Coalitions and Budgets in Unconventional Times"

MARY DILWORTH
Senior Director for Research
American Association of Colleges for Teacher Education
"Knowledge for Decision-Making"

JUDITH EVANS
Program Officer, Education
Aga Khan Foundation
"Early Childhood Programming and Implementation Issues"

ELLEN GALINSKY
Director
Families and Work Institute
"Child Care, Women's Work and Child Development"

MANUEL GANDARA
Director, Centro de Tecnologia y Medios Educativo
Ministry of Education, Mexico
"New Technologies for Teacher Training"

HOWARD GARDNER
Director, Project Zero, Harvard Graduate School of Education
Harvard University
"New Visions for Education"

CHERYL GARNETTE
Research Analyst, Office of Educational Research and Improvement
U.S. Department of Education
"Improving Educational Quality through Distance Education"

MICHAEL GIBBONS
Education and Training Specialist
Save the Children, Inc.
"Partnerships for Education for All"

MYLES GORDON
Vice President
Education Development Center, Inc.
"Computers as Educational Tools: Do They Really Make a Difference?"

DAVID GOWELL
Executive Director
Million Dollar Machine Foundation
"Inspiring Children to Be Their Best"

SUZANNE GRANT-LEWIS
Basic Education Specialist, Bureau for Africa
U.S. Agency for International Development
"Access, Quality & Gender"

WADI HADDAD
Special Representative
The World Bank Mission to the United Nations
"International Cooperation for Education for All"

DR. ANDREW HARTMAN
Minority Staff, House Education Labor Committee
U.S. House of Representatives
"Expanding Literacy: Preparing for Participation in an Information Society"

FRANK HARTVELT
Deputy Director, Division of Global and Inter-Regional Programmes
United Nations Development Programme
"International Cooperation for Education for All"

JACQUELINE HESS
Executive Director, National Demonstration Laboratory
Smithsonian Institution
"Computers as Education Tools: Do They Really Make a Difference?"

ALAN HILL
Manager, Education Marketing
Apple Computer, Inc., Pacific
"Computers as Educational Tools: Do They Really Make a Difference?"

ELIZABETH HILLMAN
Professor of Pediatrics, Centre for International Health
McMasters University, Canada
"The Missing Link: Integrating Health, Nutrition and Education"

continued next page

Conference Panelists and Presenters, *continued*

CHLOE O'GARA
Director, Office of Women in Development
U.S. Agency for International Development
"Child Care, Women's Work and Child Development"

PATRICIA P. OLMSTEAD
Senior Research Associate
High/Scope Educational Research Foundation
"Assessing the Readiness of Children for School and Life"

VICTOR ORDOÑEZ
Director, Division of Basic Education
UNESCO
"International Cooperation for Education for All"

BARNABAS OTAALA
Professor of Education
University of Namibia, Namibia
"Early Childhood Programming and Implementation Issues"

DIANNA PEARCE
Visiting Scholar, Institute for Research on Women and Gender
Stanford University
"Child Care, Women's Work and Child Development"

JOHN PROCHASKA
Special Projects Coordinator, Office of Media Services
Fairfax County Schools
"New Technologies for Teacher Training"

JEFF ROSENBERG
Special Assistant to the Commissioner
Administration on Children, Youth and Family
"Early Childhood Programming and Implementation Issues"

BARBARA J. SABOL
Commissioner
Human Services Administration, New York City
"Using Media for Basic Education Outside Schools"

NANCY STOVER
Senior Vice President for Education
The Discovery Channel
"Using Media for Basic Education Outside Schools"

NELLY STROMQUIST
Associate Professor, Division of Educational Administration and Policy
University of Southern California
"Access, Quality and Gender"

CHARLES M. SUPER
Professor of Human Development and Family Studies
Pennsylvania State University
"Childrearing Practices in a Changing World"

THURSA THOMAS
Vice President, Public Affairs
WJLA-TV
"Mobilizing Public Opinion for Education"

THOMAS D. TILSON
Director, LearnTech Project
Education Development Center, Inc.
"Improving Educational Quality through Distance Education"

THOMAS TOCH
Education Correspondent
U.S. News and World Report
"Beyond Chalk and Talk: Creative Methods for Instruction and Assessment"

ISHWOR UPADYAYA
Permanent Secretary
Ministry of Education and Culture, Nepal
"Multi-Cultural Education: Valuing Diversity in Today's Multi-Ethnic/Multi-National Classroom"

RAY VALDIVIESO
Vice President, and Director, School-Community Services,
Hispanic Policy Development Project
Academy for Educational Development, Inc.
"Multicultural Education: Valuing Diversity in Today's Multi-Ethnic/Multi-National Classroom"

DANIEL A. WAGNER
Director
National Center on Adult Literacy
"Expanding Literacy: Preparing for Participation in an Information Society"

DANIEL WEGENER
Coordinator
Baha'i International Community
"Partnerships for Education for All"

JOYCE WHITE
ABE/ESL Coordinator, Continuing Education Centre
Ottawa Board of Education, Canada
"Expanding Literacy: Preparing for Participation in an Information Society"

BEAU FLY JONES
Program Director
North Central Regional Laboratory for Educational Research and Development
"Education in an Interdependent World"

CIGDEM KAGITCIBASI
Professor of Education
Bogacizi University, Turkey
"Assessing the Readiness of Children for School and Life"

DAVID KEEFE
President
America Tomorrow
"Knowledge for Decision-Making"

NITTAYA KOTCHABHADKI, M.D.
Associate Professor of Pediatrics, Ramathibodi Hospital
Mahidol University, Thailand
"The Missing Link: Integrating Health, Nutrition and Education"

DR. KENNETH LAY
Director of Education
International Business Machines Corporation
"Getting Started: Initiating and Maintaining Sustainable Education Reform"

DR. PATSY LAYNE
Human Resource Development Officer, Office of Education and Training
U.S. Agency for International Development, San Salvador
"Improving Educational Quality through Distance Education"

ELENA LENSKAYA
Counsellor to the Minister of Education
Ministry of Education, Republic of Russia
"Education in an Interdependent World"

DR. LEON LESSINGER
Andrew A. Robinson Professor, College of Education
University of North Florida
"Getting Started: Initiating and Maintaining Sustainable Education Reform"

MARSHA LEVINE
Co-Director, Center for Restructuring Schools
American Federation of Teachers
"Training Educators for Schooling in the 21st Century"

ROBERT LEVINE
Roy E. Larsen Professor of Education and Human Development, and Professor of Anthropology
Harvard Graduate School of Education
Harvard University
"Access, Quality and Gender"

ROY E. LARSON
Professor of Education and Human Development
Harvard University
"Access, Quality and Gender"

DR. TWILA C. LEGGETT
Executive Producer
"Reading Rainbow"
"Media and Early Childhood Education"

DOE MAYER
Assistant Professor, Film/TV Production
University of Southern California
"Mobilizing Public Support for Education"

DR. ALICE MCGILL
Branch Head, Personal Excellence and Partnerships Division
U.S. Navy Bureau of Military Personnel
"Navy Personal Excellence Partnership Program"

DR. PAK MOEGIADI
Secretary, Office of Educational & Cultural Research and Development
Ministry of Education and Culture, Indonesia
"Getting Started: Initiating and Maintaining Sustainable Education Reform"

DR. GRAYSON NOLEY
Professor of Education
Arizona State University
"Multicultural Education: Valuing Diversity in Today's Multi-Ethnic/Multi-National Classroom"

DAVID NYAMWYA
Head, Health Behavior and Education
African Medical Research Foundation, Kenya
"The Missing Link: Integrating Health, Nutrition and Education"

DR. NYI NYI
Director, Programme Division
UNICEF
"Using Media for Basic Education Outside Schools"

continued next page

Conference Program

Wednesday, October 30

8:30 Registration Desk and Exhibition Area Open
9:30 Opening Plenary:

Education for All: The Global Challenge

Chair
Janet Whitla, President, Education Development Center, Inc., and President, U.S. Coalition for Education for All

Opening Remarks
Amalia G. Cuervo, Executive Director, U.S. Coalition for Education for All

Keynote
James P. Grant, Executive Director, UNICEF

Conference Overview
Amalia G. Cuervo, Executive Director, U.S. Coalition for Education for All; and
Frank Method, Deputy Director, Office of Education, Bureau of Research and Development, U.S. Agency for International Development

10:30 Break/Exhibits
11:00 Plenary:

Designing Education for the 21st Century

Chair
Robert Morgan, Director, Learning Systems Institute, Florida State University

Presenters
David Kearns, Deputy Secretary, U.S. Department of Education
Unna Huh, Director, Center for Educational Computers, Hanyang University, Korea

12:30 Networking Lunch/Exhibits
2:00 Simultaneous Panel Sessions:

Education Leadership for the Future: How to Build Coalitions and Budgets in Unconventional Times

Chair
Stephen F. Moseley, President, Academy for Educational Development, Inc.

Panelists
John Costello, President, Citizens Network for Foreign Affairs
Christopher Cross, Executive Director, Education Initiative, Business Roundtable
Rosny Desroches, President, Haitian Foundation for Private Schooling, Haiti

Mobilizing Public Support for Education

Chair
William Smith, Executive Vice President, Academy for Educational Development, Inc.

Panelists
Doe Mayer, Assistant Professor, Film/TV Production, University of Southern California
Thursa Thomas, Vice President, Public Affairs, WJLA-TV

Expanding Literacy: Preparing for Participation in an Information Society

Chair
John Comings, Vice President, World Education, Inc.

Panelists
Andrew Hartman, Minority Staff, House Education Labor Committee
Daniel A. Wagner, Director, National Center on Adult Literacy
Joyce White, ABE/ESL Coordinator, Ottawa Board of Education, Canada

Improving Educational Quality Through Distance Education

Chair
Reidar Roll, Secretary General, International Council for Distance Education, Norway

Panelists
Cheryl Garnette, Research Analyst, Office of Educational Research and Improvement, U.S. Department of Education
Thomas D. Tilson, Director, LearnTech Project, Education Development Center, Inc.
Dr. Patsy Layne, Human Resources Development Officer, Office of Education and Training, U.S. Agency for International Development, San Salvador

continued next page

Assessing the Readiness of Children for School and Life

Chair
Robert Myers, Coordinator, Consultative Group on Early Childhood Care and Development

Panelists
Cigdem Kagitcibasi, Professor of Education, Bogacizi University, Turkey
Patricia P. Olmsted, Senior Research Associate, High/Scope Educational Research Foundation

Childrearing Practices in a Changing World

Chair
Victoria Colbert, Education Senior Advisor, UNICEF Regional Office, Colombia

Panelists
Janet Brown, Director, Caribbean Child Development Centre, University of the West Indies, Jamaica
Charles M. Super, Professor of Human Development and Family Studies, Pennsylvania State University

4:00 Break/Exhibits
4:15 Simultaneous Panel Sessions:

Getting Started: Initiating and Maintaining Sustainable Education Reform

Chair
Sharon Franz, Senior Vice President, and Director, Education and Exchange Services, Academy for Educational Development, Inc.

Panelists
Dr. Kenneth Lay, Director of Education, IBM
Dr. Leon Lessinger, Andrew A. Robinson Professor, College of Education, University of North Florida
Dr. Pat Moegiadi, Secretary, Office of Educational and Cultural Research and Development, Ministry of Education and Culture, Indonesia

New Technologies for Teacher Training

Chair
Bruce Goldberg, Associate Director, Teacher's Educational Issues Department, American Federation of Teachers

Panelists
Carleton Corrales, Deputy Director, Learning Technologies for Basic Education, Academy for Educational Development, Inc.
Manuel Gandara, Director, Centro de Tecnologia y Medios Educativo, Ministry of Education, Mexico
John Prochaska, Special Projects Coordinator, Office of Media Services, Fairfax County Schools

The Missing Link: Integrating Health, Nutrition and Education

Chair
Michael Usdan, President, Institute for Educational Leadership, and Co-Director, National Health/Education Consortium

Panelists
Elizabeth Hillman, Professor of Pediatrics, Centre for International Health, McMasters University, Canada
Nittaya Kotchabhadki, M.D., Associate Professor of Pediatrics, Ramathibodi Hospital, Mahidol University, Thailand
David Nyamwya, Head, Health Behavior and Education, African Medical Research Foundation, Kenya

Building Coalitions for Children: Empowering Parents and Communities

Chair
Fred Wood, Director, Education and Early Childhood Development, Save the Children, Inc.

Panelists
Marta Arango, Director, CINDE, Colombia
Emily Vargas Adams, Executive Director, Center for Development, Education and Nutrition

Computers as Educational Tools: Do They Really Make a Difference?

Chair
Katherine Williams, Consultant, Institute for International Research

Panelists
Myles Gordon, Vice President, Education Development Center, Inc.
Jacqueline Hess, Executive Director, National Demonstration Laboratory, Smithsonian Institution
Alan Hill, Manager, Education Marketing, Apple Computer, Inc., Pacific

continued next page

6:15 Reception
7:00 Dinner Program:

Education for a New World Order

Chair
Kathryn Boe Morgan, Director, Policy Directorate, U.S. Agency for International Development

Keynote
Elena Lenskaya, Counsellor to the Minister of Education, Ministry of Education, Republic of Russia

Thursday, October 31

8:30 Registration Desk and Exhibition Area Open
9:00 Plenary:

Mobilizing Media in Support of Education

Chair
Clothilde Fonseca, Executive Director, Omar Dengo Foundation, Costa Rica

Presenters
Clifford Block, Director, International Programs, Far West Regional Laboratory for Educational Research and Development
Linda Roberts, Senior Associate, U.S. Congress Office of Technology Assessment

10:30 Break/Exhibits
11:00 Plenary:

Programming for Early Childhood Development

Chair
Robert Myers, Coordinator, Consultative Group on Early Childhood Care and Development

Presenters
Sharon Lynn Kagan, Senior Associate, Bush Center, Yale University
Cigdem Kagitcibasi, Professor, Bogacizi University, Turkey

12:30 Lunch Program:

Lessons from School Restructuring in the United States

Chair
Richard Long, Washington Representative, International Reading Association

Keynote
Albert Shanker, President, American Federation of Teachers

2:00 Simultaneous Panel Sessions:

Multicultural Education: Valuing Diversity in Today's Multi-Ethnic/Multi-National Classroom

Chair
Sandra Jibrell, Senior Program Director, Annie Casey Foundation

Panelists
Dr. Grayson Noley, Professor of Education, Arizona State University
Ishwor Upadyaya, Permanent Secretary, Ministry of Education and Culture, Nepal
Ray Valdivieso, Vice President, and Director, School-Community Services, Hispanic Policy Development Project, Academy for Educational Development, Inc.

Child Care, Women's Work and Child Development

Chair
Lynellyn Long, Social Science Analyst, Office of Women in Development, U.S. Agency for International Development

Panelists
Ellen Galinsky, Director, Families and Work Institute
Chloe O'Gara, Director, Office of Women in Development, U.S. Agency for International Development
Dianna Pearce, Visiting Scholar, Institute for Research on Women and Gender, Stanford University

Beyond Chalk and Talk: Creative Methods for Instruction and Assessment

Chair
Dr. Robert Baker, President and Chief Operating Officer, Houghton Mifflin Publishing Company

continued next page

Panelists
Nahas Angula, Minister of Education and Culture, Republic of Namibia
John Bowsher, former Senior Vice President for Education, IBM
Robert Branson, Director, Center for Educational Technology, Florida State University
Thomas Toch, Education Correspondent, *U.S. News and World Report*

Using Media for Basic Education Outside Schools

Chair
Louis Bransford, President, Public Service Satellite Consortium

Panelists
Dr. Nyi Nyi, Director, Programme Division, UNICEF
Barbara J. Sabol, Commissioner, Human Services Administration, New York City
Nancy Stover, Senior Vice President for Education, The Discovery Channel

Media and Early Childhood Education

Chair
Joan Lufrano, Special Consultant, International Television Group, Children's Television Workshop

Panelists
Glynn Butterfield, Video Producer, Far West Regional Laboratory for Educational Research and Development
Dr. Twila C. Leggett, Executive Producer, "Reading Rainbow"

Early Childhood Programming and Implementation Issues

Chair
Manzoor Ahmed, Special Advisor, Programme Development, UNICEF

Panelists
Barnabas Otaala, Professor of Education, University of Namibia, Namibia
Jeffrey Rosenberg, Special Assistant to the Commissioner, Administration on Children, Youth and Family

4:00 Break/Exhibits
4:30 Simultaneous Panel Sessions:

Access, Quality and Gender

Chair
May Rihani, Vice President, Creative Associates International, Inc.

Panelists
Nelly Stromquist, Associate Professor, Division of Educational Administration and Policy, University of Southern California
Robert Levine, Roy E. Larsen Professor of Education and Human Development, and Professor of Anthropology, Harvard Graduate School of Education, Harvard University

Discussant
Suzanne Grant-Lewis, Basic Education Specialist, Bureau for Africa, U.S. Agency for International Development

Education in an Interdependent World

Chair
Willard Kniep, Vice President, The American Forum for Glocal Education

Panelists
A. John Abbott, Director, Education 2000, United Kingdom
Peter Copen, President, The Copen Family Fund, Inc.
Beau Fly Jones, Program Director, North Central Regional Laboratory for Educational Research and Development
Elena Lenskaya, Counsellor to the Minister of Education, Ministry of Education, Republic of Russia

Partnerships for Education for All

Chair
James Sheffield, President, African Medical Research Foundation

Panelists
Daniel Wegener, Coordinator, Baha'i International Community
Michael Gibbons, Education and Early Childhood Development, Save the Children, Inc.

Knowledge for Decision-Making

Chair
Frank Dall, Senior Education Advisor, Education Unit, UNICEF

continued next page

Panelists
Dr. William Cummings, Research Associate, Harvard Institute for International Development
Fred Czarra, Director, International Programs, Council of Chief State School Officers

Inspiring Children to Be Their Best

Presenters
Kent Davis, Executive Director, Million Dollar Machine Foundation
David GoWell, Executive Director, Million Dollar Machine Foundation

Navy Personal Excellence Partnership Program

Presenter
Dr. Alice McGill, Branch Head, Personal Excellence and Partnerships Division, U.S. Navy Bureau of Military Personnel

Friday, November 1

8:00 Registration Desk and Exhibit Area Open
9:00 Simultaneous Panel Sessions:

New Visions for Education

Chair
Amalia G. Cuervo, Executive Director, U.S. Coalition for Education for All

Panelists
Howard Gardner, Director, Project Zero, Harvard Graduate School of Education, Harvard University
Renata Numela Caine, Associate Professor of Education, California State University, San Bernardino
Roberta Camp, Development Scientist, Educational Testing Service

Training Educators for Schooling in the 21st Century

Chair
Frank Schorn, Advisor, United Nations Development Programme, Jamaica

Panelists
Dwight Allen, Eminent Professor of Education Reform, Old Dominion University
Joseph Carney, Chief, Latin America/Caribbean Education and Human Resources Division, U.S. Agency for International Development
Marsha Levine, Co-Director, Center for Restructuring Schools, American Federation of Teachers

International Cooperation for Education for All

Chair
Sam Rea, Director, Office of Education, Bureau of Research and Development, U.S. Agency for International Development

Panelists
Frank Dall, Senior Education Advisor, Education Unit, UNICEF
Wadi Haddad, Special Representative, The World Bank Mission to the United Nations
Frank Hartvelt, Deputy Director, Division of Global and Inter-Regional Programmes, United Nations Development Programme
Victor Ordoñez, Director, Division of Basic Education, UNESCO

11:00 Closing Plenary:

Next Steps in Education for All

Chair
Janet Whitla, President, Education Development Center, Inc., and President, U.S. Coalition for Education for All

Keynote
Victor Ordoñez, Director, Division of Basic Education, UNESCO

2:15 Meeting of the Board of Directors, U.S. Coalition for Education for All

Acknowledgements

The U.S. Coalition for Education for All is a collaborative and largely volunteer effort. Without the generous support of numerous individuals and institutions, the 1991 Conference would not have been such a success.

We are very pleased to recognize the excellent work of the Program Committee, which was chaired by Janet Whitla. We specially want to applaud the work of the three theme chairs: Robert Morgan, Florida State University, for the education reform panels; Robert Myers, for the early childhood and development panels; and Steve Azalone, Institute for International Research, for the media panels. We also want to thank committee members Frank Method, Cliff Block, Tom Tilson, John Comings, Jane Lynn, Stephen Moseley, Gary Theisen, David Dorn, Heather Sutherland and May Rihani.

A special note of recognition and appreciation is due to Heather Sutherland for organizing the facilitation of the conference panels and for the cadre of expert trainer-facilitators who contributed their talents and time to making the sessions participatory. The facilitators included: Anthony Betone, Karl Clauset, John Cox, Ruth Gilbert, Bob Griffin, Eric Braun, Ellen Howie, Elena Harper, Eunice Shankland, Janice Ulangca, Jacquie Kay, and Delabrian Rice-Thurston.

We are most grateful to the many volunteers who joined the staff before and during the Conference to provide support. We particularly acknowledge the hard work of Lynn Needler, Caryn Ernst, Shawn Morrell and Diane Cohen.

We acknowledge the generous support of our Board members and Conference co-sponsors and exhibitors.

The Board of Directors and Officers of the U.S. Coalition deeply thank the staff for their excellent work and dedication, including: Amalia Cuervo, Executive Director; Kathy Morrell, Conference Coordinator; Susan Hubbard, Registrar; and Sandra Smithey, Speaker and Panel Coordinator. ◆

"Learning for All: Bridging Domestic and International Education"

Conference Exhibitors

Academy for Educational Development, Inc.
Audio Recording Services, Inc.
Center on Education and Training for Employment, Ohio State University
Council for Educational Development and Research
Creative Associates International, Inc.
Education Development Center, Inc.
Global Learning, Inc.
International Academy of Integrative Learning
International Book Bank, Inc.
International Reading Association
Learning Systems Institute, Florida State University
Learning Technologies for Basic Education
Million Dollar Machine Foundation
National Center on Adult Literacy
National Council for International Health
Project ABEL/Academy for Educational Development, Inc.
Save the Children, Inc.
U.S. Committee for UNICEF
World Vision

Conference Co-Sponsors

Academy for Educational Development, Inc.
American Federation of Teachers
Apple Computer, Inc.
Education Development Center, Inc.
International Business Machines Corporation
Intercultural Communications
National Center for Education Statistics, U.S. Department of Education
National Education Association
National School Board Association
Save the Children, Inc.
The Citizens Network for Foreign Affairs
The College Board
U.S. Agency for International Development
University of the World
World Education, Inc.

We need to know what the best practices and highest standards are in the world and set those as our expectation levels....I am encouraged by what this Coalition (for Education for All) is up to. We would like very much to work together. I look forward to working with you.

—David Kearns, Deputy Secretary, U.S. Department of Education—

◆

This (Coalition) is like a barn-raising: building a sense of place where we can share common goals and work together as a family in our global learning community.

—Janet Whitla, President, U.S. Coalition for Education for All—

◆

New and revitalized partnerships at all levels are necessary and the U.S. Coalition (for Education for All) is a clear personification of this view. I wish to commend you for bringing Education for All to the United States and the United States to Education for All.

—Wadi Haddad, Special Representative, The World Bank Mission to the United Nations—